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ABSTRACT

The document serves as a directory of projects supported by Special Education Programs grants and contracts in the Handicapped Children's Early Education Program (HCEEP) and provides an overview of their activities. An introduction describes the HCEEP network and cites evidence of its effectiveness and impact. The overview section summarizes five types of HCEEP project activities: Demonstration, Outreach projects, State Implementation Grants projects, Early Childhood Research Institutes, and Technical Assistance Centers. The major section of the document contains 155 HCEEP Project abstracts which appear alphabeticaly by state, city, and project name. Each abstract contains information such as address, year of funding, fiscal agency, population served, goals and services, and features and products. An HCEEP Project Listing serves as a key to all projects, listed alphabetically by state; and an index serves as a guide to projects' pertinent characteristics (e.g., handicapping conditions of children served, parent activities offered, and curricula used). (SB)

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Handicapped Children's Early Education Program

1981-82 Overview and Directory

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Preface

This document reflects a joint effort of Special Education Programs (SEP) of the U.S. Department of Education, the Technical Assistance Development System (TADS) and the Western States Technical Assistance Resource (WESTAR). It is intended to serve as a directory of projects supported by SEP grants and contracts in the Handicapped Children's Early Education Program (HCEEP) and to provide an overview of their activities. HCEEP seeks to stimulate more and better services to young handicapped children and their families through an array of programs.

The 1981-82 HCEEP Overview and Directory contains five sections:

*The Introduction describes the HCEEP network.
*The Overview summarizes the activities of the five types of HCEEP projects: Demonstration, Outreach and State Implementation Grant projects; Early Childhood Research Institutes; and Technical Assistance centers.
*The Directory lists project-written abstracts for each of the 155 HCEEP projects.
*The Project Listing serves as a key to all projects, listed alphabetically by state.
*The Index provides a guide to projects' pertinent characteristics (e.g., handicapping conditions of children served, parent activities offered, curricula used).

It is hoped this document will help put the national effort of the HCEEP network into a manageable perspective for use by those directly or indirectly involved in that effort. Families may look to this book to find out who and what programs can help their child. Service providers may use it to collaborate with other professionals. Lawmakers, administrators and policy makers may refer to the Overview and Directory for a comprehensive, up-to-date portrait of the diverse activities their decisions may affect. The Special Education Programs, TADS and WESTAR hope the Overview and Directory will stimulate interest in the needs of America's young handicapped children and their families and further the aim of HCEEP: to create more and better services for all young handicapped children.

Introduction

Jane DeWeerd
Section Chief
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In 1968, the Congress held hearings which led to the passage of legislation establishing the Handicapped Children's Early Education Program (HCEEP), sometimes called the First Chance Network. The hearings pointed to the need for locally-designed ways to serve infants, young children and their families; to gather more information on effective programs and techniques; and to distribute visible, replicable models throughout the country.

In the summary and discussion of the provisions, the drafters of the original legislation pointed out that the law, H. R. 17829, addressed the important need of providing major services to handicapped children at a very early age. Only through early intervention with tested and successful models, they affirmed, would those concerned with assisting handicapped

FIGURE I

HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM

PURPOSE: TO ASSIST IN DEVELOPING AND IMPLEMENTING INNOVATIVE EXPERIMENTAL PROGRAMS FOR YOUNG HANDICAPPED CHILDREN (BIRTH TO EIGHT YEARS) AND THEIR FAMILIES

PROJECTS	DEMONSTRATION	OUTREACH	STATE IMPLEMENTATION	EARLY CHILDHOOD INSTITUTES	TECHNICAL ASSISTANCE CENTERS
GOALS	DEVELOPMENT OF EXEMPLARY MODELS; DEMONSTRATION AND DISSEMINATION	STIMULATION OF INCREASED AND HIGH QUALITY SERVICES	IMPLEMENTATION OF EARLY CHILDHOOD STATE PLANS	LONG TERM INVESTIGATION OF SELECTED ASPECTS OF EARLY EDUCATION FOR HANDICAPPED CHILDREN	TECHNICAL ASSISTANCE TO DEMONSTRATION PROJECTS AND STATE IMPLEMENTATION PROJECTS
ACTIVITIES	SERVICES TO CHILDREN SERVICES TO PARENTS STAFF DEVELOPMENT PROGRAM EVALUATION DEMONSTRATION AND DISSEMINATION	BROAD DISSEMINATION OF INFORMATION PRODUCT DEVELOPMENT AND DISTRIBUTION STIMULATING ADDITIONAL SERVICES TRAINING CONSULTATION STATE INVOLVEMENT AND COORDINATION	ASSESSMENT OF NEEDS TRAINING DATA COLLECTION AND ANALYSIS	RESEARCH INTO DIRECT APPLICATION OF EARLY EDUCATION PROGRAMS IN TYPICAL SETTINGS	ASSESSMENT OF NEEDS PROGRAM PLANNING EXPERT CONSULTATION EVALUATION
ELIGIBLE PARTIES	PUBLIC AND PRIVATE, NON-PROFIT AGENCIES	PUBLIC AND PRIVATE, NON-PROFIT AGENCIES	STATE EDUCATION AGENCIES	PUBLIC AND PRIVATE, NON-PROFIT AGENCIES	PUBLIC AND PRIVATE, NON-PROFIT AGENCIES
TYPE OF FUNDING	GRANT	GRANT	GRANT	CONTRACT	CONTRACT
FUNDING PERIOD	3 YEARS, ANNUAL RENEWAL	3 YEARS, ANNUAL RENEWAL	1 YEAR POTENTIAL 1 YEAR RENEWAL	5 YEARS POTENTIAL 5 YEAR RENEWAL	3 YEARS, ANNUAL RENEWAL

children be able to provide the best services. Bipartisan support for the legislation was strong, and the committee's intent was clear. The subcommittee chaired by Congressman Carl Perkins of Kentucky submitted a report to the House Education and Labor Committee emphasizing that HCEEP was a model demonstration program and not a service program. In addition, the report asserted that those programs promising meaningful approaches to the education of the handicapped should be eligible for permanent legislation.

The HCEEP affords an opportunity for any public or private nonprofit organization to develop and demonstrate high quality services for a selected group of children and their families, as they think the services should be structured. It also affords an opportunity to prove the effectiveness of the locally designed approach and disseminate it anywhere in the nation to other agencies which choose to use the model rather than to invest the time and resources in developing their own program.

HCEEP began as a small program of 24 Demonstration projects. As circumstances in the field changed, HCEEP has evolved into an effort with five major, complementary components (see Figure 1) and 155 projects. These major components are Demonstration, Technical Assistance, Outreach, State Implementation Grants and Early Childhood Research Institutes.

Demonstration

At present there are 90 Demonstration projects sponsored by private agencies, universities, local schools, State Education Agencies and other organizations. Demonstration projects feature these components: child identification and assessment, educational/therapeutic programming for children, evaluation of child progress, active parent/family participation, in-service training, coordination with public school and other agencies, evaluation of project objectives, and demonstration and dissemination of project information. The Demonstration projects have shown initiative in forming state, regional or special interest group consortia to increase their effectiveness through joint action. They have also cooperated with a wide array of other agencies at the local, state and regional levels.

The Demonstration projects form the base for the HCEEP. They have a difficult mandate to carry out in a three-year period, but the record shows that nearly all the projects meet their objectives and many surpass them. The projects have demonstrated that many young children with handicaps are capable of making greater gains during the critically important early years than their prognoses had indicated.

Technical Assistance

The second component to be developed within HCEEP was technical assistance. Both Technical Assistance Development System (TADS) and Western States Technical Assistance Resource (WESTAR) work with Demonstration projects to develop quality programming by helping them meet their objectives and needs. These agencies have pioneered procedures for the systematic delivery of technical assistance, and they are active in information dissemination. They currently work with State Implementation Grant projects as well as with Demonstration projects.

Outreach

Experience with Demonstration projects has revealed that most projects have been able to obtain continuation of direct services to children and families from other sources. Many Demonstration projects have been successful in responding to requests from other agencies for help in training staff and/or initiating or improving their services, based on the project's work.

To meet such requests, a new HCEEP component, outreach, was developed. Outreach has proved to be a very cost-effective mechanism for stimulating quality services.

During the 1981-82 funding year, 41 Outreach projects are being supported. They are working to meet the two goals of outreach: To stimulate the development of high-quality services and to develop models for outreach activities. During 1981, a conference of Outreach project directors was held to share information on outreach models and to improve procedures to document the impact of outreach.

State Implementation Grants

The next component to be introduced was the State Implementation Grant (SIG). This component is designed to help State Education Agencies build their capacity to plan for the development and expansion of early intervention services for handicapped children. SIG grants are directed toward assisting states in their attempts to develop long-term, comprehensive, full-service plans for the preschool education of the handicapped. Toward this purpose, SIG grants support such activities as convening planning groups, disseminating established plans, developing preschool program standards and guidelines, and developing and supporting consortia. These grants provide administrative resources rather than direct services to children. The SIGs can assist states by making available personnel trained in early education for handicapped children who have the time to devote to needs and resource assessment, detailed planning and state level coordination of services among agencies. Eighteen SIGs are funded in 1981-82.

Early Childhood Research Institutes

Early Childhood Research Institutes (ECRIs), a joint effort with the Research Projects Branch, are the most recent component to be developed in HCEEP. Four institutes are conducting long-term studies to add to the knowledge of such topics as social, emotional, physical, cognitive and behavioral aspects of the child; theories and methods of intervention; parent-child interaction; and assessment approaches. The institutes will complete their work in 1982.

Projects within these five components of HCEEP are seeking practical solutions to complex problems. The projects in each component are committed to finding better ways to work with young handicapped children and their families and to share the results of their work with others.

Evidence of Effectiveness and Impact

The legislation which initiated the HCEEP called for evaluation of the effectiveness of the program. A contract for a third-party evaluation was awarded to the Battelle Institute of Columbus, Ohio, to assess children's progress, the status of "graduates" of the projects, parent participation and replication by other agencies. In 1975, 129 randomly selected children in 29 projects were tested and progress in the personal-social, motor, cognitive and communication domains was assessed. The Final Report showed that within all handicapping conditions children made one and one half to two times greater gains than they would have been expected to make without the benefit of the project experiences; in some cases, as with EMR children in the personal-social domain, the gains were even larger.

Parental satisfaction was also evaluated. Ninety-seven percent of parents perceived in their children positive changes or improvements which they attributed to the project. The Battelle study also looked at the placement of graduates leaving the projects, since one of the major goals of early childhood projects is to prepare children to enter regular placements whenever possible. The Battelle study found that 74 percent of the children in the sample were placed in public school settings; 64 percent of the graduates studied were in regular placement, with half of them receiving ancillary services.

One of the ways in which the impact of the program can be measured is the increase in services for young children, and one of the goals of the projects developed under this program is to obtain local, state or other non-program funds to continue the services developed during the three-year demonstration period. A survey in 1979 showed that 85 percent of the initial group of projects which had completed the three-year demonstration period had secured funds to continue the services to children and had maintained funding 10 years after the projects had begun. Further, the level of funding support had increased during that time, in some cases substantially. All 34 of the projects completing the demonstration period in June 1979 obtained funding to continue their services, despite the fact that some served infants. The Office of the Secretary of HEW tracked the extent to which the program met its objectives in 1974 and noted that for each child whose services were paid for directly in the Demonstration projects, four children were being served by other agencies through a combination of continuation of service and replication of models.

An unusually high number, 21, of the projects developed with HCEEP funding have been approved for dissemination by the Joint Dissemination Review Panel of the Department of Education on the basis of evidence of effective programming for children and information on the cost of replicating the project's services. A number of these projects have also competed for and been awarded grants from the National Diffusion Network (NDN) of the Department of Education to replicate their models within the public schools. A sub-network of NDN Special Education projects has been formed to improve the coordination and visibility of projects serving handicapped children within the NDN. Programs That Work -- Special Education, published by the Far West Laboratory, provides further information on the evidence of effectiveness and replication costs of these projects. The currently approved Joint Dissemination Review Panel projects are listed in the Index.

A survey of the results of the work of the 64 Outreach projects funded in 1977 showed that 17,500 persons visited the demonstration sites (now supported as continuations from state or local funds); 575 different products were distributed; 640 replication sites serving 18,400 children were stimulated; the 64 demonstration/continuation sites served 8,190 children and their families; 3,500 staff members were trained in the use of the model and 25,000 persons received some type of training from the Outreach projects. An analysis of the impact of the HCEEP during its first decade of activity under a contract with Roy Littlejohn Associates is scheduled for completion by the summer of 1982.

Head Start is one of the agencies which has received assistance from and worked cooperatively with the HCEEP. The Seventh Annual Report to the Congress on Services to Handicapped Children contains a statement of appreciation for the valuable help provided by the HCEEP projects to Head Start in its efforts to serve handicapped children.

The consortia formed by the projects have had an impact on other systems. The Virginia Association of First Chance Projects has worked cooperatively with the State Department of Special Education and has developed a self-evaluation tool for preschool programs at the request of the State Director. The California Consortium assisted the SEA in drafting guidelines for early intervention services. The Rural Consortium has set up information-sharing mechanisms involving other agencies and has developed information on the special needs of rural areas. The Inter-Act Consortium of projects serving infants has developed a position paper on services to children from birth to age three and has analyzed assessment tools for infants under one year. The newest consortium, the Urban Consortium, is focusing on coordination. A notable feature of the consortia is the way they include projects supported by other agencies.

The projects in the HCEEP have not only demonstrated effective services for children and families, but they have developed creative and cooperative ways to share and spread what they have learned. They have demonstrated careful use of scarce resources. Many of them have shown it is possible to work well with young children and then develop new skills to work with adults in other agencies. The program as a whole has developed mechanisms so any agency in any part of the United States can have a chance to compete to develop, demonstrate and disseminate its idea of a better way to work with young children and their families.

Overview

Developed from survey information collected in 1981-82, this Overview section contains comparative data on the types and range of activities pursued by HCEEP projects. In addition, the Overview summarizes the activities of each of the five types of HCEEP projects.

Overview

A Description of Projects Funded by The Handicapped Children's Early Education Program

The Handicapped Children's Early Education Program (HCEEP) leads a federal effort that fosters diverse and innovative approaches to the education of young handicapped children. HCEEP supports 155 grant- and contract-supported projects throughout the United States. Some projects demonstrate direct services to children and families. Other projects provide outreach activities, conduct research, plan statewide programs, or provide technical assistance. To show the range of activities of these projects, Special Education Programs (SEP) of the U.S. Department of Education, through the Technical Assistance Development System (TADS) and the Western States Technical Assistance Resource (WESTAR), conducted a survey of all projects funded during 1981-82. The results of this survey constitute the Overview section of this document.

Demonstration Projects

HCEEP Demonstration projects provide parents, communities and professionals with innovative models for the early education of handicapped children. The projects are located in rural areas and in the inner city, in small towns and in suburban communities; the children are from diverse social, ethnic and economic backgrounds. During 1981-82, HCEEP funds 90 projects to demonstrate their model programs.

A variety of intervention approaches help children with a broad range of handicaps. Some projects concentrate on a particular handicapping condition; others concentrate on other factors, such as age or cultural group, regardless of the handicap. Table 1 shows a breakdown by age and handicap of children served by HCEEP Demonstration projects. (This table shows responses of 76 of the 90 projects; 14 new projects had not recruited their children and therefore did not have this information when the survey was conducted.) Almost half of the children are aged 3 years or younger, and almost nine out of ten children are under 5 years of age. Speech impairments, hearing impairments and mental retardation are the most common handicaps of the children served by the projects. Note that one-quarter of the children are at-risk, and 75 percent of those children are aged 3 years or younger. Twenty-seven percent of the children are multihandicapped in addition to having a primary handicapping condition.

Half of the projects stress services to an ethnic/cultural group (see Table 2). In keeping with their responsibility to demonstrate their model, 14 of these projects are able to share expertise, products, or practices that relate to their focus on a particular ethnic/cultural minority.

TABLE I

DEMONSTRATIONS: Handicapping Conditions and Ages Of Children Served

TYPE OF HANDICAP	Number of Handicapped Served by Age					
	Aged 0-36 Months	Aged 37-60 Months	Aged 61-96 Months	Aged Over 96 Months	Number of Children Served	Percent
Trainable Mentally Retarded	84	87	10	1	182	8
Educable Mentally Retarded	47	38	46	-	131	6
Specific Learning Disabilities	1	28	34	-	63	3
Deaf-Blind	14	13	-	-	27	1
Deaf/Hard of Hearing	55	104	8	-	167	7
Visually Handicapped	32	28	6	-	66	3
Seriously Emotionally Disturbed	5	54	20	-	79	4
Speech Impaired	26	98	35	-	159	7
Other Health Impaired	75	36	10	-	121	5
Orthopedically Impaired	63	60	13	3	139	6
At-Risk	441	95	54	-	590	27
Other	208	277	18	-	503	23
TOTAL	1051	918	254	4	2227	100
Multihandicapped Children	303	253	33	3	592	27

	0-36 Months	37-60 Months	61-96 Months	Over 96 Months
Percentages by Age	47.2	41.2	11.4	0.2

Note. n=76

The symbol "n" seen in each table represents the number of projects that responded to the particular survey question reflected in the table.

Ultimately, HCEEP projects seek to improve opportunities for handicapped children. Part of the HCEEP philosophy is that families provide important first experiences for their infants and young children. Over half of the projects list parent(s) and child as primary targets for direct services, while one-quarter of the projects list only the child as the primary target (see Table 3). Some projects target neither the parent nor the child: one project trains pediatric residents; another serves pregnant teenagers.

TABLE 2

DEMONSTRATION: Major Focus or Stress

On Service to Ethnic/Cultural Minorities

Ethnic/Cultural Group	Number of Projects	Percent
Hispanic	17	19
Black	15	17
Asian	6	7
American Indian	4	5
Alaskan Native	1	1
Other	4	5

Note: n=88

TABLE 3

DEMONSTRATION: Primary Targets of Direct Services

Targets	Number of Projects	Percent
Parent(s) and Child	57	65
The Child	25	28
The Mother/Primary Caretaker	1	1
Both Parents	1	1
Other	4	5

Note: n=88

While primary targets for services vary, all the projects stress some sort of parent or family participation; one project requires it for admission. Table 4 indicates the various types of parent and family involvement activities offered by HCEEP Demonstration projects. Conferences with project staff, participation on advisory boards, and identification of needs are activities offered by almost all of the projects. Over half of the projects involve parents in the transition of their child to their next educational placement, in classroom observation and teaching, in maintaining child progress records, in training workshops, in counseling groups, and in formal communication (newsletters, hot lines, etc.). Most projects provide several parent or family activities.

TABLE 4

DEMONSTRATION: Parent/Family Activities

Type of Activity	Number of Projects Offering Activity	Percent of Total Projects
Parent/Staff Conference	81	92
Advisory Board	80	91
Identification of Parental Needs	79	90
Classroom Observation or Teaching	67	76
Training Workshops	60	68
Maintain Child Progress Records	57	65
Transition to Next Placement	55	63
Counseling Groups	51	58
Formal Communications	51	58
Social Groups	44	50
Advocacy	43	49
Develop Instructional Materials	41	47
Parents Training Other Parents	29	33
Fundraising	26	30
Other Noneducational or Therapeutic Services	23	26
Therapy Supervision	22	25
Formal Sibling Support Group	8	9
Respite Care	8	9
Other	15	17

Note: n=88

Demonstration projects are primarily educational in focus. However, their fiscal agencies and the environment in which they deliver services vary. Table 5 indicates the types of fiscal agencies that sponsor Demonstration projects. The three most common agencies are institutions of higher education, private nonprofit organizations and local education agencies. Most institutions of higher education that sponsor Demonstration projects have an educational rather than a medical focus. Several projects are sponsored by nonacademic health institutions. One project is sponsored by an Indian tribe.

Table 6 lists the primary service delivery settings of the Demonstration projects. Over half of the projects serve children in their natural environment--the home--though the great majority of these programs combine home intervention with outside services. Only nine percent of the projects serve children exclusively in the home. Home and center (not public school) is the most common setting for intervention.

Certain delivery settings make it possible for handicapped children to learn and play with nonhandicapped children. Integration experiences may involve special classes in regular schools, or they may involve handicapped and nonhandicapped children learning side by side. In Table 7, projects categorize their handicapped/nonhandicapped integration opportunities. Over half of the projects indicate that they provide some sort of integration experience, and almost half of those projects fully integrate handicapped and nonhandicapped children in either regular or special settings. One-third of the projects find that the question of integration is inappropriate to their situation. Since over half of the projects provide services in the home, some may have had difficulty describing their overall programs in terms of the integration statement choices provided in the survey. Aside from the projects listing "not appropriate," only six percent of the projects provide no integration opportunity.

TABLE 5

DEMONSTRATION: Fiscal Agencies

Type of Agency	Number of Projects	Percent
Private, Nonprofit Organization	26	30
Institution of Higher Education (nonmedical)	20	23
Local Education Agency	13	15
Health Institution	7	8
Institution of Higher Education (medical)	7	8
Regional or Intermediate Education Agency	5	6
Public Agency (other than educational)	4	4
State Education Agency	4	4
Other	2	2

Note: n=88

TABLE 6

DEMONSTRATION: Service Delivery Settings

Basic Service Setting	Number of Projects	Percent
Home and Center (not public school)	27	31
Center (not public school)	17	19
Home and Public School Classroom	11	12
Public School Classroom	10	11
Home	8	9
Home and Health Center	5	6
Hospital or Health Center	5	6
Other	5	6

Note: n=88

TABLE 7

DEMONSTRATION: Integration Experiences

Types of Experiences	Number of Projects	Percent
Handicapped and nonhandicapped children are fully integrated in a regular early education setting.	15	18
Handicapped children are integrated into a regular setting for some activities.	9	11
Handicapped children are served in a special setting and integrated with nonhandicapped children for some activities.	6	7
Handicapped children are served in a special setting, with nonhandicapped children fully integrated into that special setting.	6	7
Handicapped and nonhandicapped children are not integrated.	5	6
Not appropriate to the project	27	33
Multiple answers	8	10
Other	6	7

Note: n=82

The particular developmental focus of intervention often depends on the model being demonstrated as well as on the individual needs of the child. U.S. Special Education Programs require projects to develop for each child an Individualized Education Program (IEP) that specifies goals, teaching methods and materials. As the child's needs change, so does the program. In Table 8, projects list the particular developmental areas on which they focus their intervention services. Language-communication is the individual developmental area most of the projects name for their primary focus. Ten percent of the projects list that area, and many more list it along with other areas. In fact, though projects were asked to choose one primary area, over half of the projects indicate that they focus on all areas of development.

TABLE 8

DEMONSTRATION: Primary Focus For Intervention

Developmental Areas	Number of Projects	Percent
Language-Communication	9	10
Social-Emotional	3	3
Sensorimotor	2	2
Cognitive-Academic	1	1
Multiple Answers	10	11
All Areas	55	63
Other	4	5
All Areas Including Other	4	5

Note: n=88

The primary philosophical approach of demonstration projects' model curricula spans a continuum from child-directed to teacher-directed learning (Table 9). Over one-third of the projects align themselves with a diagnostic-prescriptive approach. Almost one-quarter of the projects list "other" or indicate they use more than one philosophical approach.

Projects indicate they use a variety of curricular packages or approaches. The Overview and Directory Index lists curricula (used by each project with over half their children) by name and indicates which project uses each package. Eighteen curricular packages or approaches were developed by the projects, and all of these packages are available to be shared with other projects

TABLE 9

DEMONSTRATION: Philosophical Base Of Curricula

Philosophical Approach	Number of Projects	Percent
CHILD DIRECTED		
▲ Experiential or Traditional	7	8
Montessori-Specific	-	-
Piagetian-Specific	11	13
Diagnostic-Prescriptive	34	39
▼ Behavioral	15	17
TEACHER DIRECTED		
Multiple Answers	3	3
Other	18	20

Note: n=88

Projects also use a variety of commercial and project-developed methods or devices to assess child progress for the purposes of planning instruction and program evaluation. The Overview and Directory Index lists these methods and devices by name and purpose and indicates which project uses each method (individual project abstracts list administration schedules). Twenty-two assessment methods were developed by the projects for the purpose of planning instruction, and almost all of these methods are available to be shared with other projects. Six projects developed their own assessment methods to evaluate programs. Experimental/quasi-experimental and objective-based designs are the most popular approaches used for program evaluation.

More information on Demonstration projects is contained in the Directory of project abstracts beginning on page 1.

Outreach Projects

The concept of model demonstration programs is carried a step further by HCEEP Outreach projects. After three years of HCEEP demonstration funding, selected projects have the opportunity to enter an outreach phase, where they no longer place first priority on demonstrating a service model.

Rather, these projects place primary emphasis on encouraging replication of their models while keeping in operation some portion of their direct service model. This year, 41 HCEEP Outreach projects are "reaching out" to communities across the nation.

Outreach activities are varied. Table 10 shows the amount of time project staff devote to particular replication activities. Almost all of the Outreach projects train personnel. Two projects spend over 75 percent of their time on training. Most Outreach projects spend some time on each activity listed in Table 10.

Almost all of the projects develop and disseminate products. Products are designed for parents, teachers, administrators, health professionals and the general public. Table 11 reveals the productivity and innovation of dissemination efforts and the variety of material resources available within the HCEEP network. In-service training or staff development materials are available from over three-quarters of the projects. Over half of the projects can share general awareness materials, parent education materials and curricula for children. Refer to the Index and the Directory of project abstracts for specific references to products available from individual Outreach projects.

TABLE 10

OUTREACH: Staff Time Spent In Outreach Activities

Activities	Proportion of Staff Time by Number of Projects				Number of Projects	Percent
	1/4	1/4-1/2	1/2-3/4	3/4		
Training	12	20	6	2	40	98
Product Development and Dissemination	31	8	-	-	39	95
Increasing Awareness	37	-	-	-	37	90
Stimulating Sites	24	9	2	-	35	85
Stimulating State Involvement	32	1	-	-	33	80
Other Consulting Activities	31	-	-	-	31	76
Other	6	1	-	-	7	17

Note: n=41

TABLE 11

OUTREACH: Materials Developed And Available To Share

Type of Material	Number of Projects	Percent
In-service Training or Staff Development Materials	33	80
General Awareness Materials	27	66
Parent Education Materials	26	63
Curricula for Children	24	59
Bibliographies/Reference Materials	20	49
Program Management/Evaluation Materials	20	49
Teacher Competencies or Needs Assessments	20	49
Observational Checklists	19	46
Child Progress Assessment Instruments (birth to 3 years)	13	32
Curricula for Parents	11	27
Child Progress Assessment Instruments (3 to 8 years)	11	27
Child Screening Instruments (3 to 8 years)	9	22
Child Screening Instruments (birth to 3 years)	5	12
Product Development Guides	3	7
Other	16	39

Note: n=41

Part of the changing responsibilities from demonstration to outreach services involves funding. The breakdowns of fiscal agencies that administer Outreach and Demonstration projects are similar (Tables 5 and 12), but the funding strategies differ. Outreach projects receive HCEEP funds for replication efforts only, though U.S. Special Education Programs require these projects to maintain some portion of the direct services they provided as Demonstration projects. The Outreach projects must look to other sources to fund this activity. Table 13 shows sources of continuation funding for direct service. Almost 80 percent of the Outreach projects receive some funds from local and state education agencies. In fact, almost one-third of the projects rely on either state or local education agencies for more than 75 percent of their funds. Note that private contributions and foundations account for less than 25 percent of funding for only 12 projects and 50 to 75 percent of funding for only one project. Over half of the projects receive more than 75 percent of their funds from a single source.

TABLE 12

OUTREACH: Fiscal Agencies

Type of Agency	Number of Projects	Percent
Private, Nonprofit Organization	12	29
Institution of Higher Education (nonmedical)	11	27
Local Education Agency	7	17
Regional or Intermediate Education Agency	3	7
Institution of Higher Education (medical)	2	5
Public Agency (other than educational)	2	5
Health Institution	1	2
Other	3	7

Note: n=41

TABLE 13

OUTREACH: Sources of Continuation Funding

For Direct Services

Type of Source	1/4	1/4-1/2	1/2-3/4	3/4	Number of Projects	Percent
Local Education Agencies	2	5	1	8	16	39
State Education Agencies	4	6	1	5	16	39
Public Agencies (other than educational)	3	1	5	4	13	32
Private Contributions	8	—	1	--	9	22
Institutions of Higher Education	6	—	1	1	8	20
Private, Nonprofit Organizations	3	2	1	2	8	20
Federal Education Agencies	5	1	--	--	6	15
Private Foundations	4	--	--	--	4	10
Regional or Intermediate Education Agencies	1	--	--	1	2	5
Other	3	6	—	2	11	27

Note: n=41

TABLE 14

OUTREACH: Primary Targets Of Direct Services

Targets	Number of Projects	Percent
The Parent(s) and Child	23	58
The Child	11	28
Other Professionals	2	5
Both Parents	2	5
Multiple Answers	1	2.5
Other	1	2.5

Note: n=40

TABLE 15

OUTREACH: Service Delivery Settings

Basic Service Setting	Number of Projects	Percent
Home and Center (not public school)	8	19.5
Center (not public school)	8	19.5
Home	7	17
Public School Classroom	5	12
Home and Public School Classroom	4	10
Hospital or Health Center	3	7
Multiple Answers	2	10
Other	4	5

Note: n=41

Characteristics of the education models of the Outreach projects are similar to those of Demonstration projects. For instance, the HCEEP concern for parents and families is evident in the thrust of Outreach project direct services; Table 14 indicates that over half of the projects list the parent(s) and the child as primary targets for direct services.

Table 15 lists the settings for service delivery by Outreach projects. Including projects that gave multiple answers, over half of the projects provide at least some service in the home.

Table 16 lists the developmental areas projects see as a primary focus for intervention. Like Demonstration projects, the Outreach projects list language-communication as a primary individual developmental area for intervention. Though projects were asked to choose one primary area, 88 percent of the projects list more than one area, and almost three-quarters of the projects indicate that they focus on all areas of development.

Outreach projects indicate the primary philosophical approach of their curriculum model on a continuum from child-directed to teacher-directed learning (Table 17). Over one-third of the projects use the diagnostic-prescriptive approach as their primary base. However, almost one-third of the projects indicate they use "other" approaches. None of the projects uses experiential/traditional or Montessori-specific approaches as their primary base.

Outreach projects themselves developed 25 curricular packages they use for direct services to children. In keeping with their responsibility to encourage replication of their models, 21 of these packages are available to share with other programs for children. The Index lists names of curricula developed or used by the projects.

More information on Outreach projects is contained in the Directory of project abstracts beginning on page 91.

TABLE 16

OUTREACH: Focus For Intervention

Developmental Areas	Number of Projects	Percent
Language-Communication	3	7
Social-Emotional	1	2
Multiple Answers	6	15
All Areas	30	73
Other	1	2

Note: n=41

TABLE 17

OUTREACH: Philosophical Base Of Curricula

Philosophical Approach	Number of Projects	Percent
CHILD DIRECTED		
↑ Experiential or Traditional	--	--
Montessori-Specific	--	--
Piagetian-Specific	4	10
Diagnostic-Prescriptive	14	34
↓ Behavioral	7	17
TEACHER DIRECTED		
Multiple Answers	3	7
Other	13	32

Note: n=41

State Implementation Grants

In 1976, the federal government established the State Implementation Grant (SIG) program to help states plan and coordinate new or expanding statewide early intervention services for handicapped children. SIG grants are awarded for one- or two-year periods and may be renewed. Table 18 lists the 18 states and territories funded during 1981-82. Some states are new to the SIG program; others are veterans.

Most states have passed legislation that requires local school systems to serve handicapped children. However, these mandates vary, particularly in respect to the ages and handicaps of the children protected under the mandates. Within the SIG program, for example, Ohio mandates services for children aged 5 to 21 years regardless of handicap. South Dakota, on the other hand, mandates services for severely and profoundly handicapped children birth to aged 21 years and for children aged 3 to 21 years who are in need of special assistance (mildly and moderately handicapped and gifted). Some states also have passed permissive legislation which allows local school systems to choose whether or not to serve the designated children. State legislation for each SIG is included in the SIG abstracts beginning on page 132 of the Directory.

SIG planning activities fall into five broad categories:

- SIG program development activities lead to new directions in services to children and families. Creating pilot sites, strengthening existing service programs, and stimulating local educational agencies to provide intervention are activities that fall under this category.

- The area of administration/management/evaluation incorporates a variety of SIG activities, from designing approaches for better state management of the SIG grant itself to consulting with local service providers about improving methods of evaluating child progress. Early childhood data systems, program guidelines and standards, and evaluation and monitoring strategies are developed under this area of activity.

- SIGs invest substantial resources in planning for personnel development. Several states design training opportunities for parents as advocates and/or service providers for their young handicapped children. Professionals receive training through workshops, institutes, seminars and graduate-level practicums.

- Communication and dissemination activities influence or inform specified audiences through a variety of print materials, audiovisual products, statewide conferences, and radio and TV promotions. Products developed by and available from the SIGs are listed in the Directory of project abstracts.

- SIGs plan and implement cooperative efforts among state and local agencies that serve young handiapped children. Interagency coordination can eliminate fragmented delivery at the local level and provide cost-effective services.

TABLE 18

Current SIG States and Years Funded*

State	Year of Funding	State	Year of Funding
Arizona	2	New York	6
California	4	North Carolina	6
Colorado	5**	Ohio	3
Connecticut	4	South Dakota	5
Hawaii	1	U.S. Virgin Islands	3
Kansas	5	Virginia	4
Louisiana	5	Washington	6
Maryland	2	Wisconsin	6
New Jersey	3**	Wyoming	1

*The SIG program has been funded for six years since September 1976.

**Nonconsecutive years

Table 19 shows that 89 percent of the SIG projects planned in-service training in early childhood special education. Formal or informal interagency agreements were developed by almost three-quarters of the projects. Fewer than half developed Early Childhood/Special Education (EC/SE) teacher certification standards.

Table 20 shows that over half of the SIG states have approved early childhood guidelines and rules, regulations, or standards; one-third have approved statewide tracking systems.

TABLE 19

SIG: Activities

Activities	Number of SIGs	Percent
In-service Training Planned	16	89
Formal or Informal Interagency Agreements Developed	13	72
EC/SE* Teacher Certification Standards Developed and Available	6	33

Note: n=18

*Early Childhood/Special Education

TABLE 20

Features Of SIG States

Fentures	Number of SIG States	Percent
State-Approved EC/SE* Guidelines	11	61
State-Approved EC/SE Rules, Regulations or Standards	10	56
Statewide Tracking System for At-Risk or Handicapped Children	6	33

Note: n=18

*Early Childhood/Special Education

Refer to the SIG abstracts in the Directory and to the Index for more information about the 1981-82 SIG projects.

Early Childhood Research Institutes

Four Early Childhood Research Institutes (ECRIs) have the mission to discover and disseminate knowledge that can be used to improve services and programs for exceptional young children and their families. All four ECRIs are in the last year of their five-year contracts with the U.S. Department of Education.

Research on Early Abilities of Children with Handicaps (REACH)
University of California, Los Angeles

> REACH seeks to define and explain variations in competence among handicapped and at-risk children under age 6 years. Infant studies explore sustained attention and factors that modify it. Studies with preschoolers investigate aspects of motivation, social development, temperament and cognitive ability. Other work evaluates various intervention strategies.

Kansas Research Institute for the Early Education of the Handicapped
University of Kansas, Lawrence

> The Kansas Research Institute focuses on developing or improving intervention methods for children at risk for handicaps. Studies identify behavioral clues and child-family interactions that affect development. Procedures are being established to assess and document child progress.

Early Childhood Research Institute for the Study of Exceptional Children
Educational Testing Services (ETS), Princeton, New Jersey
Roosevelt Hospital, New York City

> Researchers develop techniques to identify infants at risk for developmental dysfunction, design sensitive assessment tools, develop and evaluate intervention techniques, and relate infant development to environmental factors. One longitudinal study screens low-birth-weight infants to detect those at risk for handicaps.

Carolina Institute for Research on Early Education for the Handicapped (CIREEH)
University of North Carolina, Chapel Hill

> CIREEH researchers develop curricula for severely and multiply handicapped infants; compare effectiveness of intervention programs for children at risk for environmentally caused mental retardation; develop new approaches for assessing developmental progress in moderately, severely and multiply handicapped young children; and describe familial and environmentcl factors thought to affect the early education of handicapped children.

Technical Assistance Centers

Helping handicapped and at-risk children and their families is a complex task. U.S. Special Education Programs, therefore, provide support to Demonstration projects and State Implementation Grant (SIG) recipients through contracts with two technical assistance agencies. The term "technical assistance" in the HCEEP network refers to ongoing, systematic and nonevaluative helping resources.

The Technical Assistance Development System (TADS) serves 45 HCEEP Demonstration projects and 8 SIGs in states and territories east of the Mississippi River excluding Illinois, Mississippi and Wisconsin. TADS is a division of the Frank Porter Graham Child Development Center of the University of North Carolina at Chapel Hill. TADS has been part of the HCEEP network since 1971 and originally served grantees throughout the nation.

The Western States Technical Assistance Resource (WESTAR) has been serving the HCEEP network since 1977 and provides technical assistance to 45 Demonstration projects and 10 SIGs in Illinois, Mississippi, Wisconsin and states and territories west of the Mississippi River. WESTAR is a consortium of the University of Washington, the Teaching Research Division of the Oregon State System of Higher Education, and the National Association of State Directors of Special Education.

TADS and WESTAR offer a broad range of support services that assist HCEEP grantees to manage programs and accomplish goals. Projects receive this responsive assistance through individual on-site consultation, small-group workshops and larger meetings. Field visits between projects promote collaboration and transfer of new practices, knowledge and products.

The technical assistance centers also develop materials that address HCEEP needs and concerns. TADS and WESTAR produce newsletters, bibliographies, planning guides, topical papers, monographs and this 1981-82 HCEEP Overview and Directory. Outreach projects and Early Childhood Reserach Institutes do not receive direct technical assistance. However, TADS and WESTAR maintain liaison with these agencies and provide assistance through their publications.

HCEEP Project Abstracts

The HCEEP project abstracts appear in this section alphabetically by state, city and project name. An index of projects and their identification numbers follows this section in the HCEEP Project Listing.

SAMOA'S COOPERATIVE EARLY EDUCATION MODEL

Address: Pago Pago
American Samoa 96799

Phone: 684/633-1323
Year of Funding: 2

Fiscal Agency: Special Education Division, Department of Education

Project Staff: Iakopo Taula'i, Director
teachers, aides, speech therapist

Characteristics of Target Population:
The project serves children aged birth to 8 years with any handicapping condition.

Program for Children:
Children aged birth to 3 years and those older children in remote areas are served in a home-based program. The project serves children aged 3 to 8 years in a center-based program and provides those children presently served by Village Early Education Centers with consultation services.

Measures of Child Progress:
The project staff use the Denver Developmental Screening Test, the Alpern-Boll Developmental Profile, the Learning Accomplishment Profile-Diagnostic and the Hawaiian Early Learning Profile to assess child progress.

Program for Parents:
Parents are actively involved in the IEP process. They receive training in intervention techniques with their children both in the home and at the center. The project offers monthly parent meetings and encourages classroom observation.

Features and Products:
The project proposes to develop a curriculum and criterion-referenced test appropriate for the young Samoan child with respect to both language and culture. The project staff will receive training in the areas of curriculum implementation, intervention techniques, data collection and parental involvement. The project will offer group sessions, videotaping and demonstration teaching to staff.

PROJECT ENRICH
EARLY NEED RECOGNITION INVOLVING CHILDREN WITH HANDICAPS

Address: Department of Special Education
549 North Stapley Drive
Mesa, AZ 85202

Phone: 602/898-7700 x7862
Year of Funding: I

Fiscal Agency: Mesa Public Schools

Project Staff: Harold J. McGrady, Director
early childhood program specialist, early childhood teacher, speech/language specialist, teachers' aides, secretary

Characteristics of Target Population:
The project serves 15 to 25 children aged 3 to 5 years whose delayed language and cognitive development indicates that special educational facilities will be required for the children upon reaching kindergarten age.

Program for Children:
The project uses a transdisciplinary service model based on a cognitive/developmental approach. The components of the service model include systematic educational assessment, Individual Educational Plans, individual implementation plans, mainstreaming, a school/home component, coordination with community agencies and ongoing evaluation efforts. In addition to direct educational services, the project provides psychometric, audiological, occupational therapy and physical therapy evaluations. Services to children include both a center-based and a home-based approach. The half-day classroom component utilizes an individualized diagnostic-prescriptive curriculum with a transdisciplinary approach. In addition, project staff make regular home visits to assist parents in working with their children. Project participants are integrated into regular community education preschool programs as appropriate.

Measures of Child Growth:
Child growth is assessed in terms of teaching objectives as determined by the IEP and pre and post-data on normative test instruments. Individual implementation plans are developed to monitor continuous assessment of developmental teaching objectives, criterion-referenced objectives and individual behavioral objectives as determined by the IEP. Project participants receive complete post-program evaluations to ascertain progress. The 4-year-old children are administered the Readiness Skills Inventory developed by the Mesa School District.

Program for Parents:
The project provides parent home-training and teaching modules, a parent in-service program which focuses on parent-child interaction and a parent information and resource center for families of preschool handicapped children. Additional activities include parent group meetings, classroom observation and participation, individual conferences, and participation in IEP development and regular review. Parents are directly involved in the classroom at least once a month; home visitations by staff are made weekly. In addition, the project has established an Advisory Council which encourages parent participation.

Features and Products:
The project is developing a curriculum guide which reflects the sequential development of language, listening and cognitive skills. Home training and teaching modules are being developed to facilitate parent/child interaction and the transfer and reinforcement of individual educational objectives. Project ENRICH is actively working to document the process of establishing a public school program for preschool handicapped children and disseminating information to legislators and educators in an attempt to bring Arizona state laws into congruence with national trends and practices.

EDUCATION CENTER FOR HEARING IMPAIRED INFANTS, PRESCHOOL CHILDREN AND THEIR PARENTS

Address: P.O. Box 27708
Tempe, AZ 85282

Phone: 602/967-0636
Year of Funding: 3

Fiscal Agency: Tempe School District No. 3

Project Staff: Lois Postel, Director; Maxine Turnbull, Coordinator/Teacher clerk/typist (50%), audiologist (50%)

Characteristics of Target Population:

Children aged birth to 5 years and their families receive services through the Center. The children have hearing losses ranging from mild to profound or speech and/or language delays.

Program for Children:

The focus of intervention is on parent education and active participation in the Education Center. Services include parent guidance and counseling, audiological assessment and management, evaluation and individual therapy for the child, enrollment of 3 to 5 year olds in a regular preschool, support for the child and the preschool staff in this mainstream setting, and consultants for psychological and occupational therapy services.

Measures of Child Progress:

The project staff uses a variety of instruments, depending on the child's age and abilities, for measuring child progress. Initial evaluation focuses on the child's current level of functioning in receptive and expressive language and overall development. The Koontz Developmental Program, Preschool Language Scale, Communicative Evaluation Chart and biannual videotapes of the child and parent contribute to the record of progress.

Program for Parents:

Parents participate in the development of an educational plan for their child and are included in the therapy sessions. They receive guidance in working with their child and attend individual counseling sessions, group meetings and an ongoing parent education program. In addition, parents participate as aides in the preschool and serve as members of the Advisory Council.

Features and Products

In-service training sessions are designed to provide the personnel of the project and preschool(s) with information about hearing loss and with strategies for intervention; the goal is successful integration for the hearing impaired child. The project emphasizes the family's role in the education of the child, uses hearing children as models for language and communication at the preschool level, and uses the auditory-oral approach to communication with special attention on the development of an auditory function.

PROJECT YAQUI
AN ENVIRONMENTALLY BASED PROGRAM
FOR YOUNG NATIVE AMERICAN HANDICAPPED CHILDREN

Address: 4821 West Calle Vicam
Tuscon, AZ 85705

Phone: 602/883-2838
Year of Funding: 1

Fiscal Agency: Pascua Yaqui Tribe

Project Staff: Carol Loumeau, Director
language education specialist, resource person

Characteristics of Target Population:
Project Yaqui serves 100 children aged birth to 4 years with a primary emphasis on infants who possess significant delays in speech, motor skills, receptive-expressive language skills and overall learning/communication disorders.

Program for Children:
The project provides a daily 20 minute individualized program for each child plus group activities geared towards developing communication and socialization skills. Infants aged birth to 2 years receive home-based services from project staff. Tribal community health representatives, social workers and educational staff attempt to assess the needs of the children and conduct follow-up visits to present prescriptive learning sessions. Five days a week, a morning program of communication workshops is held in the community for children aged 3 to 4 years. In addition, once a week, parents meet to discuss the program and progress of their children. The setting for all programs is trilingual (Yaqui, Spanish and English).

Measures of Child Progress:
The project staff use three instruments to monitor the children's progress: The Denver Developmental Screening Test (DDST), the Receptive-Expressive Emergent Language Scale (REEL) and a modified version of the language sample instrument utilized in another BEH Project, First Chance (Sunnyside Unified School District, Tucson, Arizona). The instruments will be modified to reflect the culture, language and behavior of the Yaqui children whenever possible.

Program for Parents:
Parents of handicapped children receive direct training from project staff. Home-based services involve training parents in specific techniques to increase the daily self-help and life-coping skills of their children. Training is not specifically limited to parents but includes all of the family members who can support and instruct the handicapped child. Participation in the placement committee meeting also serves as a training exercise where parents are actively involved in formulating long- and short-term goals for their children.

Features and Products:
During the first year of operation, Project Yaqui will institute a child-find program among the entire birth to 4 year old population living in Arizona. The key function of the project is the coordination of services, both externally and internally, through the Tribal Health, Education and Social Services Departments, University of Arizona and seven Arizona school districts. During each project year, two documentary videotapes will be created for purposes of media dissemination. The project intends to serve as a replicable model for other Native American tribes and organizations. The project proposes to develop a comprehensive Yaqui-Spanish-English Language Assessment Battery to measure language abilities of Yacqui children.

FOCUS CLASSROOM

Address: 2905 King Street
Jonesboro, AR 72401

Phone: 501/935-2750
Year of Funding: 1

Fiscal Agency: Focus on Children, Inc., Jonesboro Division

Project Staff: Barbara Semrau, Director; Rosemary Hughes, Coordinator
teacher assistant, teacher aides, physical therapist, speech therapist

Characteristics of Target Population:
The project serves 12 handicapped children, aged 3 to 5 years, and five non-handicapped children. The children's handicaps include moderate and severe/profound mental retardation, visual and hearing impairments and multi-handicapping conditions.

Program for Children:
The project uses an individualized developmental approach to students' curriculum which emphasizes language development and individual learning style. Meaningful early childhood units aimed at the needs of each child are designed by project staff. The project is housed in a public school building which includes four Head Start classrooms and is across the street from the public school's kindergarten building. Activities which integrate handicapped and non-handicapped children from all classes will be an important aspect of the program.

Measures of Child Progress:
The project uses the Memphis Comprehensive Developmental Scale, the Skills Assignment Sheet and The Continuous Record for Educational Developmental Gain.

Program for Parents:
The project coordinates with the Step Ahead Project (an existing home visitors program based at the MRDDS Center in Jonesboro) for its parent component. Parents participate in preparing the classroom and in selecting materials. Individualized parent involvement is encouraged by project staff through home visits and parent help in the classroom.

Features and Products:
Features of the program include the training of paraprofessionals and the development of a training manual for aides working with children aged 3 to 5 years. One purpose of the program is to study the social acceptance of handicapped children by their non-handicapped peers. The reactions of non-handicapped children in the Focus Classroom will be compared to those of Head Start children in the same building and of the kindergarten children across the street. Another purpose is to enlist the support of local community groups including United Cerebral Palsy and local service organizations.

DEVELOPMENTAL EARLY EDUCATION PROJECT (DEEP)

Address: Department of Rehabilitation and Special Education
University of Arkansas at Little Rock
33rd and University
Little Rock, AR 72204

Phone: 501/663-9496
501/569-3169
Year of Funding: I

Fiscal Agency: University of Arkansas at Little Rock

Project Staff: Judith Freund and Bettye Caldwell, Co-Directors; Larry Dickerson, Project Administrator; medical coordinator, project evaluator, head teacher, occupational therapist, physical therapist, teachers' aide, project secretary

Characteristics of Target Population:
The project serves 28 children aged birth to 6 years with a variety of disabilities. Service preference is given to younger children and to children about whom diagnostic or management questions remain after an initial evaluation within other settings.

Program for Children:
The main feature of this project is an intensive, time-extended, assessment-oriented educational experience for young handicapped children. IEPs and comprehensive developmental management plans are developed for each child. Eight children can be served at a time for periods ranging from 2 to 12 weeks.

Measures of Child Progress:
The project measures child progress with a variety of instruments to cover the wide age-range of children participating in the program. In addition to age-appropriate standardized and published procedures (Bayley, LAP, Brigance, Portage), a locally developed individual progress chart called AID (Advances in Development) which resists a single score is used. In addition, children are described in terms of Learning Process Profiles from which practical teaching strategies for parents and other caregivers are derived.

Program for Parents:
Parents are observed interacting with their children in the home environment according to the HOME (Home Observation for Measurement of the Environment) Inventory. In addition, the needs of parents for support services are assessed, and from these assessments, two sources of data are developed for the family. Intervention activities are both individual and group-based and utilize services provided by other community agencies as well as DEEP. Particular use is made of programs and materials available in a local parent center.

Features and Products:
The major products during the first year will be developmental management plans, a reporting system for describing learning activities, a refined system for individual child assessment and a systematic procedure for designing environmental intervention programs.

PASADENA AREA SPECIAL INFANT TODDLER PROJECT

Address: 1741 Silverlake Boulevard
Los Angeles, CA 90026

Phone: 213/664-2937
Year of Funding: 2

Fiscal Agency: Child, Youth and Family Services

Project Staff: Bea Gold, Director; Sheila Wolfe, Coordinator
child development associate, social worker, occupational therapist, educator, evaluator

Characteristics of Target Population:
The project serves 20 children aged birth to 3 years with a variety of handicapping conditions in the Pasadena, Altadena and Sierra Madre communities whose families are eligible for Head Start.

Program for Children:
The project uses a developmental approach which focuses on individual strengths, needs and learning styles. The project uses a child-centered experiential model in the home and in the mainstream center. Children aged birth to 18 months receive home services, and children over 18 months participate in center-based mainstream groups.

Measures of Child Progress:
The staff administers the Sewall Early Education Developmental Profile (SEED) to assess child development upon entrance and at 3- to 6-month intervals. The staff monitors child goal attainments by using Individual Program Plans (IPPs) containing specific objectives. The staff gathers individual and group progress data through an Expected/Actual Date Prediction Design and multiple baseline measures.

Program for Parents:
The project considers the family the most important influence in the growth and development of the handicapped child. Basing services on this premise, the project provides families with opportunities to realize their own strengths, abilities and needs as well as those of their child. In order to promote staff awareness of the unique needs of each family, families participate in one-to-one staff contacts and in educational and support groups. The project staff assists and supports families in acquiring knowledge and specific skills.

Features and Products:
The project works closely with the Pasadena Head Start program and other community agencies to provide program continuity for children and families. Services include home-based services, a reverse-mainstream group and a transition to a mainstream Head Start program. Services are provided according to family schedules and may occur evenings or weekends if needed. Products being developed include a revised SEED Developmental Profile, a correlated early childhood education and therapeutic curriculum, a family education notebook and a recordkeeping system compatible with Head Start.

INTENSIVE CARE NURSERY INTERACT PROJECT

Address: Child Development Center
51st & Grove Streets
Oakland, CA 94609

Phone: 415/428-3351
Year of Funding: 2

Fiscal Agency: Children's Hospital Medical Center

Project Staff: Nancy Sweet, Director
medical director, two infant educators, ICN follow-up nurse

Characteristics of Target Population:
The project serves 136 medically high-risk infants aged birth to one year of age who are prone to developmental disabilities due to prematurity or serious neonatal illness. These infants are identified in the Intensive Care Nursery of Children's Hospital Medical Center, a tertiary treatment resource for intensive care nurseries (ICNs) in the northern California area.

Program for Children:
Developmental intervention, which begins in the Intensive Care Nursery at Children's Hospital, continues when recovering infants return to local secondary care ICNs; and it extends to the infant's home upon release. Developmental intervention is based on neonatal assessment and multidisciplinary review. Individual Developmental Intervention Plans include daily developmental therapy goals, environmental modifications and procedures for participation of parents and ICN nurses. During the first year of life, the infant receives neonatal assessment, home-based follow-up and, if needed, developmental therapy.

Measures of Child Progress:
At present, the project staff administer the Bayley Scale of Infant Development and a modified Brazelton Neonatal Assessment. As soon as it becomes available, the Assessment of Premature Infants' Behavior Scale, developed by Heidi Als, will also be used.

Program for Parents:
Education and support for parents which will facilitate attachment, care and developmentally appropriate interaction with the high-risk infant begin in the Intensive Care Nursery and continue at home.

Features and Products:
The model combines developmental intervention in the Intensive Care Nursery with comprehensive neonatal follow-up during the first year of life. The model includes training and participation of ICN nurses at Children's Hospital ICN and selected secondary care ICNs in developmental intervention with high-risk infants.

PEDIATRIC INTERVENTION PROGRAM

Address: California Institute on Human Services
1801 E. Cotati Avenue
Rohnert Park, CA 94928

Phone: 707/664-2416
Year of Funding: 3

Fiscal Agency: Sonoma State University

Project Staff: Thomas P. Cooke, Director; Joan A. Ruskus, Coordinator
home-based teachers, classroom teachers, physical therapist, occupational therapist, speech therapist

Characteristics of Target Population:
The project serves 39 multihandicapped children aged birth to three years.

Program for Children:
Service delivery involves implementing instructional objectives relating to the physiological, behavioral, social and emotional development of the children. The project uses the Hawaii Curriculum, San Juan, Teaching Research and the PEEK Curriculum.

Measures of Child Progress:
The project staff administer the Bayley, Stanford and Receptive Expressive Emergent Language Scale (REEL) tests at 6-month intervals and the LAP biannually.

Program for Parents:
The project staff designed Parents Strength and Needs Assessment to assess parental needs and services. In addition, the project provides parent training packets and parent workshops.

Features and Products:
The project has developed a slide show, brochure and Parents Strengths and Needs Assessment. Assessment data, demographic variables and evaluation data are stored in a computer file. The project includes specialized training for staff, parent services and coordination of activities involving other community facilities. The project is involved in the California Infant/Preschool Special Education Resource Network, a training and demonstration activity, and is also acting as a field test site for the API (Adaptive Performance Instrument) assessment tool.

CENTER FOR EDUCATION OF INFANT DEAF (CEID)

Address: 1428 Bush Street
San Francisco, CA 94109

Phone: 415/775-5700
Year of Funding: 2

Fiscal Agency: Hearing Society for the Bay Area, Inc.

Project Staff: Jill Boxerman and Mary Molacavage, Co-Directors

Characteristics of Target Population:
The project provides services to 21 children aged birth to 36 months and their families. Nine have bilateral sensorineural losses ranging from moderate to severe; two have conductive losses; four are deaf and blind; and seven are considered multihandicapped. The program stresses service to families of various ethnic and cultural minority groups.

Program for Children:
CEID is a home- and center-based project with weekly home visits. An experiential, child-centered nursery school began operation in March 1981, in conjunction with a Head Start program. The program uses total communication with the children and their families. Signing Exact English is the reference for the program's sign language component; Parent-Infant Communication is the language curriculum.

Measures of Child Progress:
To develop the IEP, the staff administers two criterion-referenced measurements upon enrollment and at the end of the year: Koontz Child Development Program and Parent-Infant Communication. In addition, the Home Observation Scale and Teaching Scale-Nursing Child Assessment are used on a pre/posttest basis for program evaluation.

Program for Parents:
Parents and siblings are involved in home visits, nursery school, sign language classes, parent information and support groups. Parents maintain records of children's language development and participate in the advisory board.

Features and Products:
A hearing screening program and an at-risk referral program are being developed and will be field tested at a local hospital. The project stresses involvement with professional and nonprofessional members of the deaf community. It runs an in-service program for education, medical, audiological and health professionals serving families with deaf children. Multiply handicapped children in CEID are also enrolled in other programs, and staff from both programs work together. The local legal agency, Bay Area Center for Law and the Deaf, provides assistance in advocacy issues. A transitional program policy is being developed with the San Francisco Unified School District.

SAN FRANCISCO INFANT PROGRAM

Address: Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Phone: 415/469-1161
415/285-2191
Year of Funding: 3

Fiscal Agency: Frederic Burk Foundation for Education

Project Staff: Marci J. Hanson, Director
two special education teachers, physical therapist, parent coordinator, speech therapist, medical consultant, language consultant, psychologist consultant

Characteristics of Target Population:
The project serves 15-20 children aged birth to 3 years whose handicapping conditions range from severely/multiply handicapped to mildly developmentally delayed. Normal toddlers are integrated into the toddler group (18-36 months).

Program for Children:
Infants aged birth to 18 months, accompanied by their parents or caregivers, attend a half-day school session weekly. Parents or caregivers, in conjunction with program staff, plan training programs for infants and receive instruction on teaching techniques. Parents or caregivers carry out daily infant educational programs in the home. Toddlers (18-36 months) attend school 3 mornings per week where they receive instruction in small groups and, when needed, individually. Parent involvement is the same as for the infant group. The project provides monthly home visits for all families. Training is provided to children across all behavioral areas of development: gross motor, fine motor, cognitive, communication, self-help and social.

Measures of Child Progress:
The project uses the Uniform Performance Assessment System (UPAS), Bayley Scales of Infant Development and a criterion-referenced checklist of curriculum objectives.

Program for Parents:
Parents receive on-site training on developing and implementing educational services for their children. A parent support group is provided biweekly. In addition, parent workshops in parent-selected topical areas are held biweekly.

Features and Products:
The program is located in a public school.

PROJECT CATCH
COMPUTERS TO AID AND TEACH CHILDREN WITH HANDICAPS

Address: 22nd and San Juan
Alamosa, CO 81101

Phone: 303/589-5851
Year of Funding: 3

Fiscal Agency: San Luis Valley Board of Cooperative Educational Services

Project Staff: Jane Clarke, Director; Jody Kurtz, Coordinator
computer programmer, special consultant for software development

Characteristics of Target Population:
Project CATCH serves 7 moderately to severely handicapped children of near to normal intelligence aged birth to 8 years or children academically below the third grade whose handicapping condition interferes with effective communication.

Program for Children:
The project is a public school- and center-based language development and communication assistance program. It uses microcomputers and a developmentally-oriented infant stimulation early childhood program. The project provides service referrals to other community agencies.

Measures of Child Progress:
The project staff collects data for evaluating child progress twice during the first year and three times a year thereafter. Instruments used include an adapted Environmental Language Battery and the Sequenced Inventory of Communication Development.

Program for Parents:
Parents are involved in the initial informal intake, staffing, determination of individual programs and program implementation. The project is developing a product which includes an inservice packet for parents on the use and programming of microcomputers for language development.

Features and Products:
The project is developing a software language development program and a manual for its use with a computer prosthetic device.

PRIDE PROGRAM
(PARENT RESOURCES FOR INFANT DEVELOPMENT AND ENRICHMENT)

Address: 1343 Iris Avenue
Boulder, CO 80302

Phone: 303/441-3990
Year of Funding: 3

Fiscal Agency: Boulder County Board for Developmental Disabilities

Project Staff: Sharon Spritzer-Griffith, Director
child development specialists, social worker, speech and language specialist, occupational therapist, psychologist, secretary, research assistant, nurse

Characteristics of Target Population:
The project serves children aged birth to 3 years who exhibit developmental delay in the major developmental areas. Children among this group are either high risk, with problems resulting from significant deprivation or physical illness, or they show the potential for delay if intervention is not initiated.

Program for Children:
Services for children include center and home visits, assessment, occupational therapy, speech and language therapy, liaison with other agencies, case reviews, reassessment and outside referrals. The approach involves a combination of educational and family interaction intervention.

Measures of Child Progress:
The Bayley, the Sequenced Inventory of Communication Development and the Milani-Comparetti Motor Development Screening Test are the pre and posttest measures given at 6-month intervals. In addition, the project uses the GUIDE as the criterion-referenced test for monthly program planning.

Program for Parents:
The project assesses family needs through a variety of observational tests including the Family Needs Assessment (WESTAR), Attachment-Separation-Individuation Scales (Foley), the Family Environment Scale (Moos), the Tennessee Self-Concept Scale and videotaping. The project offers family interaction services, as well as educational-informational meetings, social groups, parent-to-parent support meetings and agency liaison. Parents learn developmental sequences and develop skills to enhance bonding and attachment between their handicapped child and themselves. Parents are included on the Advisory Council.

Features and Products:
Weekly case reviews provide ongoing cross-training among staff members. The project provides additional training through inservice activities, staff-sponsored conferences, and local and regional workshops and conferences. Besides developing new facets of social-emotional approaches, the project compares a full interactive/educational program with a control in traditional infant stimulation programming.

THE PLAYSCHOOL: A PRESCHOOL FOR EMOTIONALLY DISTURBED CHILDREN

Address: University of Colorado Health Sciences Center
JFK Child Development Center
4200 East Ninth Avenue
Denver, CO 80262

Phone: 303/394-8606, 8251
Year of Funding: 1

Fiscal Agency: JFK Child Development Center

Project Staff: Sally Rogers, Director; Margery Greenberg, Education Director teacher and teachers' aide

Characteristics of Target Population:
The project serves 10 children aged 2 to 5 years, including the severely emotionally disturbed, mentally retarded, visually impaired and children with language disorders.

Program for Children:
The project provides a half-day classroom program four days per week. The curriculum is based on Mahler's (1971) ego development theory and emphasizes cognitive development, sensorimotor and kinesthetic experiences, development of communication skills and parent-child relationships. Classroom emphasis will be on learning through play, and play will be the primary vehicle for fostering developmental growth and change.

Measures of Child Progress:
The project staff measures child progress by gains on developmental tests including the Preschool Developmental Profile and the Early Intervention Developmental Profile. Improved relationships with family members and decreases in maladaptive behaviors are assessed through periodic testing.

Program for Parents:
Parents participate directly in both center- and home-based programs. Opportunities to participate in parent groups are also provided.

Features and Products:
The project proposes to adapt the University of Michigan's Early Intervention Developmental Profile and the Preschool Developmental Profile. Other products will include the development of teaching guidelines for integrating emotionally disturbed children into generic early childhood programs, a play assessment tool and play curriculum.

CLASSROOM APPROACH FOR LINGUISTICALLY IMPAIRED PRESCHOOLERS (CALIP)

Address: Department of Communication Disorders
Colorado State University
Ft. Collins, CO 80523

Phone: 303/491-6981
Year of Funding: 3

Fiscal Agency: Colorado State University

Project Staff: Marjorie R. Duffy, Director; Marcia Smith, Preschool Coordinator; Jeanne Sheriff, Training Coordinator

Characteristics of Target Population:
The project serves 12 preschool children aged 3 to 5 years. Each child has demonstrated significant disabilities (a delay of one year or more) in perceptual skills, comprehensive, retention and/or expression of language.

Program for Children:
The project provides early intervention, evaluation and remediation for perceptual and language disorders in a preschool classroom setting. Services include audiological and psychological assessments, individual speech/language treatment, group occupational therapy and mainstreaming into regular preschool settings.

Measures of Child Progress:
The project selects the children based on their performance on a battery of formal and informal diagnostic procedures. These include the SICD, PPVT, Expressive One-Word Picture Vocabulary Test, Preschool Attainment Record, informal gross and fine motor scales, audiological evaluation, Westby's Symbolic Play Scale, and infomal assessment of functional use of verbal communication. Children are tested yearly.

Program for Parents:
The parent/family program serves a three-fold purpose: to increase understanding of each child's unique language problems; to provide basic knowledge in areas of normal speech/language, perceptual and motor development; and to teach ways to facilitate the development of linguistic competence. The project accomplishes these three facets of parental involvement through private conferences, group conferences and discussions, home visits, and classroom observation and participation.

Features and Products:
Individual treatment sessions and a group learning situation focus intensively on the individual's unique problems. Key features are group occupational therapy, the integration of linguistically handicapped children into normal preschool settings and the training of preschool teachers to deal with the "special child." Carefully sequenced participation of parents and family members is built on basic knowledge and direct experience in remedial procedures.

16 DEMONSTRATION

LEARNING ABOUT DEVELOPMENTAL DELAYS AND EARLY REMEDIATION (LADDER)

Address: 91 Northwest Drive
Plainville, CT 06062

Phone: 203/747-6801
Year of Funding: 3

Fiscal Agency: The Wheeler Clinic, Inc.

Project Staff: Jane C. Townsend, Director; Marilyn Fithian, Coordinator
speech/language pathologist, occupational therapist, two preschool educators, psychologist/program evaluator

Characteristics of Target Population:
The program serves 36 educationally at-risk children aged birth to 5 years and their parents. Eligible children exhibit a social/emotional delay, behavioral problems or relationship disturbance. Infants whose social and developmental histories indicate they are at-risk for such dysfunction are also served. Many of the children enrolled have concomitant delays in language, perceptual-motor, cognitive and/or self-help skills.

Program for Children:
The project offers a home visit program to infants aged birth to 2½ years and their parents. This home-based module recognizes the importance of the home environment and family relationships in supporting the young child's development. Individualized programming focuses on fostering optimal parent-child interactions and on enriching the home environment. A center-based classroom program serves children aged 2½ to 5 years. Small classroom groups provide socialization, therapeutic experience and learning opportunities. Individualized transdisciplinary educational plans are implemented for each child to remediate areas of disturbance/delay and to support age-appropriate learning.

Measures of Child Progress:
At the time of program enrollment, the project staff assesses each child's level of functioning using the Yale Revised Developmental Schedule, the Alpern-Boll Developmental Profile and the California Preschool Social Competency Scale (for children in the classroom module). Level of functioning is reassessed after a year of program participation or at the time the child leaves the program. The staff documents each child's ongoing progress toward a therapeutic educational objective through a quarterly review of the Individualized Developmental Plan.

Program for Parents:
Bromwich's Parent Behavior Progression forms the basis for parental involvement in home-based services. Parents participating in the home-visit module also have the opportunity to attend a monthly, clinic-based Parent-Infant Workshop. Parents of children attending the classroom module observe or participate in the classroom on a weekly basis. Biweekly parent group meetings are open to all parents; these focus on improving parenting skills and enhancing the parent's contribution to their children's development.

Features and Products:
The major focus of the project is the expansion of identification and intervention services for at-risk infants and toddlers. In addition, the project seeks to refine therapeutic educational services to social/emotionally disturbed children and their families.

EARLY INTERVENTION FOR PREMATURE INFANTS AND THEIR ADOLESCENT MOTHERS

Address: 6200 Second Street, N.W.
Washington, DC 20011

Phone: 202/722-2300
Year of Funding: 3

Fiscal Agency: National Children's Center, Inc.

Project Staff: Judith Nealer Garrett, Director of Infancy Programs
two teachers, two teaching assistants, maternal-child nurse, caseworker, speech pathologist, physical therapist, occupational therapist

Characteristics of Target Population:
The project serves 15 low-birth-weight or handicapped infants aged birth to 3 years and their mothers, who are less than 21 years of age and have not completed high school.

Program for Children:
The project is a home- and center-based program providing assessment and intervention in language, gross and fine motor, cognitive, social and self-help development. The transdisciplinary team works with the parents to develop Individualized Education Plans for each child based on assessment results. The San Juan Handicapped Infant Project Curriculum is used to plan activities for both the home- and center-based components. Children attend the center-based program two to four days weekly, and home visits are conducted one to four times monthly. The basic theoretical approach is developmental and prescriptive.

Measures of Child Progess:
The Bayley Scales of Infant Development are administered at the time of admission and at yearly intervals. The Early-LAP, Milani-Comparetti and the Receptive-Expressive Emergent Language Scale are administered at admission and at six-month intervals. Progress on individualized IEP goals is charted daily.

Program for Parents:
The maternal-child nurse's regular home visits to families focus on medical and personal concerns and child development activities. Mothers attend a weekly parent development and skills seminar, and parents participate in their child's classroom three hours monthly.

Features and Products:
The project maintains an interagency referral system and ongoing relationships with major health, education and social agencies in Washington, D.C. A parent interaction guide will be completed in February 1982, and a handbook for conducting parent training programs will be completed in June 1982.

INTERDISCIPLINARY MODEL FOR PARENT AND CHILD TRAINING (IMPACT)

Address: College of Medicine, Box 19
Washington, DC 20059

Phone: 202/636-5636
202/636-6998

Year of Funding: 3

Fiscal Agency: Howard University

Project Staff: Rosa Trapp-Dukes, Director; Eugene Beard, Coordinator

Characteristics of Target Population:
IMPACT serves 20 children aged birth to 3 years who have Down's syndrome.

Program for Children:
The project provides cognitive and motor enrichment, and diagnostic assessment in speech/language, motor, mental, nutritional and medical areas.

Measures of Child Progress:
The project uses the Bayley Scales of Infant Development and the Down's Syndrome Performance Inventory.

Program for Parents:
Parents receive training in child development and techniques to stimulate motor and mental growth and development.

Features and Products:
The project serves an all-black population and has expertise in working with black parents of very young children.

TRAINING AND INFANT INTERVENTION PROGRAM (TIIP)

Address: Department of Pediatrics and Child Health
2041 Georgia Avenue, N.W.
Washington, DC 20060

Phone: 202/745-1595
202/636-5724
Year of Funding: 2

Fiscal Agency: Howard University
College of Medicine

Project Staff: Eva T. Molnar, Director; Selerya O. Moore, Coordinator
parent educator/peer parent trainer, administrative assistant/dissemination coordinator, secretary, graduate student, peer parent trainee, supplementary hospital staff, nursing staff, social worker, pediatrician, neonatologists

Characteristics of Target Population:
TIIP serves 10 to 15 inner-city infants aged birth to 3 years and their parents. The children have handicapping conditions or a risk factor of 10% or higher for developing moderate to severe handicapping conditions.

Program for Children:
TIIP provides early educational/developmental intervention integrated with interdisciplinary health care. The project provides direct services through a neonatal intensive care unit (NICU) program and a Home/Clinic program. The NICU program is implemented in the Howard University Hospital High-Risk Clinic, the Model Office of the Pediatric Primary Care Residency Training Program and in the infant's home. Intervention activities are selected from the Education for Multihandicapped (EMI) High-Risk Nursery Intervention Curriculum, EMI Curriculum Pool of Materials, Portage Project materials and other developmental curricula.

Measures of Child Progress:
TIIP uses anecdotal records, daily observations, recorded daily prescribed activities and parent and staff notations in diary booklets to assess child progress. The project staff administer the EMI Assessment Scale every three months and the Bayley Scales every 6, 12 and 18 months adjusted age and every 24 and 36 months chronological age.

Program for Parents:
TIIP works with parents within 24 hours after the birth of their child. The project provides parent education and infant intervention through general group meetings, neighborhood cluster meetings and individual home visits. The program also provides counseling in the hospital and in homes to the parents of infants or young children who die.

Features and Products:
TIIP conducts early assessment of minority parents' and families' child-rearing and psychosocial needs while in the hospital after the birth of their infants. The project staff work directly with minority pediatric residents through the Model Office, a simulated private pediatric setting. The project director and a neonatologist have developed a non-categorical identification system to screen infants for the program. This system will be ready for distribution by the end of project-year two. Project staff will develop a protocol for the child development specialist or early childhood educator working within a primary-care pediatric training setting or a private physician's office. This publication will be available June 1982.

COMPREHENSIVE CARE TO HIGH-RISK HANDICAPPED NEWBORN AND FAMILY

Address: P. O. Box 016820
Mailman Center
Miami, FL 33101

Phone: 305/547-6961
Year of Funding: 3

Fiscal Agency: University of Miami

Project Staff: Richard Iacino, Director
neonatal family counselor, clinical social worker, nursing coordinator, infant stimulation specialists, evaluator, home visitor

Characteristics of Target Population:
The project serves infants admitted to the regional special care perinatal nurseries, their primary caregivers and the developing statewide network of regionalized perinatal care centers and infant intervention projects. The project screens over 500 newborns and mothers annually and provides hospital-based intervention for 55 infants, with home-based follow-up for the 20 highest risk infants.

Program for Children:
All newborns with a prognosis of extended hospitalization (beyond 3 weeks) are screened into three risk groupings: handicapped, high-risk for developmental delay and low-risk for developmental problems. The project provides supplemental stimulation for infants in the high-risk group and rehabilitative developmental intervention programming for infants in the handicapped group. The low-risk group remains in a nonintervention and monitored status. The program focuses primarily on appropriate sensorimotor development and early social interaction. The project derives stimulation activities from existing hospital nursery program curricula and some project-developed material.

Measures of Child Progress:
Project staff monitor the developmental progress of infants in the nursery intervention program using a project-developed instrument; they also monitor infants in the home-based follow-up intervention program using the Early LAP. The staff monitor project efficacy by year-long follow-up evaluations using a multidisciplinary team evaluation approach for a subsample of project clients.

Program for Parents:
Project staff visit all mothers of infants admitted to the newborn special care nurseries for reasons other than observation to provide earliest possible crisis counseling. During this time, the staff assess the need for continuing social services and/or counseling and coordinate the initial visit of the mother to the nursery. The project provides weekly evening information and counseling groups and predischarge teaching.

Features and Products:
The project is developing protocols for appropriate consulting techniques with a multi-ethnic population (Black, Haitian Black and Hispanic). The project focuses research efforts in behavioral/physiological responses of the premature newborn to supplemental stimulation.

ECHO-PARENT/INFANT EDUCATION PROJECT (ECHO-PIE)

Address: Department of Neonatology
Orlando Regional Medical Center
1414 South Kuhl Avenue
Orlando, FL 32806

Phone: 305/422-3200
Year of Funding: 3

Fiscal Agency: Orange County Public Schools

Project Staff: Shelby Morrison, Director; Linda Stone, Coordinator
parent counselor, two infant educators, teacher's aide

Characteristics of Target Population:
The project serves 30 infants selected from the Orlando Regional Medical Center Neonatal Intensive Care Unit and their parents. The infants are considered at risk for handicapping conditions.

Program for Children:
ECHO-PIE provides in-hospital infant intervention. Upon discharge, infants are enrolled in a weekly home-based intervention program. Project staff write IEPs and develop individual profiles for each infant in the areas of sensory, language and personal-social development.

Measures of Child Progress:
The project administers the Bayley Scales, REEL, James Nurturing Scale and audiological, physical and neurological examinations biannually. Project staff share results with parents.

Program for Parents:
Support services to parents are in the form of peer-counseling and/or discussion groups. Parents in the home-based program receive training in intervention techniques. In addition, the project is developing parent counseling and education programs and a model in-hospital parent education program for parents and medical staff working with high-risk neonates.

Features and Products:
The project has developed a handbook for parents with infants in the NICU, a discharge planning tool and discharge booklet for home care, and a resource guide to services for preschool handicapped children in central Florida. The project will develop two sound-slide presentations on the ECHO-PIE project model and the etiology of high-risk factors in the neonatal population.

UNISENSORY PROJECT

Address: P. O. Box 95025
Atlanta, GA 30347

Phone: 404/237-6141
Year of Funding: 2

Fiscal Agency: Auditory Educational Clinic, Inc.

Project Staff: Ellen A. Rhoades, Director; Sally Tannenbaum, Coordinator
two parent adviser/therapists, secretary

Characteristics of Target Population:
The project serves 20 hearing-impaired children aged birth to 6 years and 10 aged birth to 3 years.

Program for Children:
The full-year program provides weekly home- or center-based demonstration-therapy sessions using the auditory-verbal or unisensory approach. Parents act as co-therapists daily. The project mainstreams all children aged 2 to 6 years in community preschools; staff visit the children monthly. In addition, the project offers comprehensive and community-based audiological management.

Measures of Child Progress:
UNIsensory administers general pre and post measures using the Minnesota Preschool Scale and tests general communication development quarterly using the Bzoch-League Receptive-Expressive Emergent Language Scale and the Preschool Language Scale. The project uses other instruments for formative/summative measures in the areas of receptive language, expressive language, speech, listening, auditory memory and home/parent-child interaction.

Program for Parents:
Parents act as co-therapists in the UNIsensory approach and carry out activities demonstrated in the weekly therapy sessions. They collaborate with the staff in audiological management and mainstreaming, participate in dissemination activities and serve on the advisory council. During an intensive orientation period, the project provides information on sound audiological management and on understanding hearing loss. Parents meet with therapists monthly to discuss individual child progress and attend in-group meetings with staff to discuss interests of the parents.

Features and Products:
Staff and parents participate in preservice orientation to become organized and informed of project goals and program planning, implementation and evaluation. Follow-up meetings foster interagency cooperation, and bimonthly staff meetings include analysis of videotapes and written reports. Evening or weekend instruction is available.

CHILD-FAMILY-COMMUNITY (C-F-C) PROJECT

Address: P.O. Box 1999
Thomasville, GA 31792

Phone: 912/226-9452
Year of Funding: 3

Fiscal Agency: Thomasville City School System

Project Staff: Jerri Patterson, Director
family service coordinator, child-find paraprofessional, family service paraprofessionals, secretary

Characteristics of Target Population:
The project serves 50 to 100 high-risk, abused, at-risk, or developmentally delayed children aged birth to 5 years, families of the handicapped and community service agencies. The project maintains a zero-reject policy.

Program for Children:
Levels of disposition available are: Level 0--no services are necessary; Level I--tracking by the project; Level II--periodic contact by project staff, IEP; Level III--ongoing, frequent contact by project staff, IEP.

Measures of Child Progress:
The project measures developmental gains pre and post using the Alpern-Boll Developmental profile, Denver Developmental Screening Test or Developmental Indicators for the Assessment of Learning (DIAL) and the Portage Project Checklist.

Program for Parents:
From a five-step family assessment procedure, the project develops an Individual Family Plan (IFP) which reflects the level of project involvement with the family. The methods used to meet these needs may range from group work to individual work with families.

Features and Products:
The C-F-C Project provides training in stimulation and parenting skills to increase the families' knowledge and use of community resources. The ultimate goal of C-F-C is to help families develop into independent, successful, and knowledgeable caregivers for their preschoolers with special needs.

FAMILY CENTERED CARE FOR INFANTS AT HIGH RISK OF DEVELOPMENTAL DISABILITIES

Address: Department of Pediatrics
1319 Punahou Street
Honolulu, HI 96826

Phone: 808/947-8511 x752
Year of Funding: 2

Fiscal Agency: Kapiolani Children's Medical Center

Project Staff: Setsu Furuno, Director; Katherine O'Reilly, Coordinator
physical therapist, occupational therapist, speech pathologist, early education specialist infant enrichment nurse, social worker, clerk

Characteristics of Target Population:
The project serves infants aged birth to 18 months and their families. Criteria include infant residence in the Neonatal Intensive Care Unit (NICU) and birth weight under 1500 grams; criteria exclude obvious birth defects as these infants are already receiving service. The project monitors infants for 9 months after their discharge from the hospital.

Program for Children:
Intervention occurs in three phases. A transdisciplinary team works with the infant and parent daily during the subacute and recovery phases; weekly during the outpatient phase. The project staff uses the EMI-ART curriculum during the subacute phase and the Hawaii Early Learning Profile and Activity Guide (HELP) during the later two phases.

Measures of Child Progress:
Assessments include the Brazelton Neonatal Assessment Scale, Amiel-Tisson, Uzgiris-Hunt, REEL, Bayley and standard assessments by the occupational therapist, physical therapist, speech pathologist and audiologist.

Program for Parents:
Parents receive direct intervention along with the infant. Major goals include the promotion of parent-infant bonding, increased knowledge of child development and basic parenting skills. Parent group meetings are also a regular part of the program.

Features and Products:
The project is preparing a staff development program for working in an NICU.

EARLY INTERVENTION PROJECT (EIP)

Address: 2300 Children's Plaza
Chicago, IL 60614

Phone: 312/880-4844
Year of Funding: 2

Fiscal Agency: Children's Memorial Hospital

Project Staff: James John Reisinger, Director; Victoria V. Lavigne, Coordinator teacher, speech and language specialist, secretary

Characteristics of Target Population:
EIP serves children aged birth to 5 years. The children display problematic, acting-out behavior such as noncompliance, tantrums or aggression, or developmental delays or deviations. Developmental problems include overall delay, speech and language problems, and learning disabilities.

Program for Children:
The program is a modular system with entrance into each module based on need. In the Toddler Management module, problematic behavior is changed by instructing the parent in using behavioral strategies. In the Individual Tutoring module, the parent learns how to facilitate systematically the child's development, particularly in speech and language. The Preschool module promotes social behavior and facilitates academic readiness skills. Other modules include a Theory Training Group for mothers and a Liaison module to coordinate communication with agencies receiving EIP children.

Measures of Child Progress:
The Toddler Management, Individual Tutoring and Preschool modules incorporate a systematic data collection procedure to assess the child's initial functioning as well as day-to-day progress during intervention. The staff uses the Brigance Inventory of Early Development in the Preschool Module. The Hodson Test of Phonological Process, the Renfrew Action-Picture Test, the Reynell Language Development Scale, and the Language Analysis Remediation and Screening Procedure (LARSP) are used in the Individual Tutoring module.

Program for Parents:
Parents receive one-on-one instruction in behavioral change strategies, including behavioral observation, principles of behavior change and planning programs for their child. This instruction is augmented by group theory training. When parents have successfully met goals set for their child, they train new parents or assist in the preschool module.

Features and Products:
EIP emphasizes the training of parents as primary change agents. These parents become a work source for the project, thus allowing EIP to provide cost-effective service for young handicapped children. The data collection procedure incorporated into the daily program enhances EIP's accountability to the consumer and allows parents to monitor continuously their child's progress. In addition, this procedure ensures updated program planning for each child.

HI-MAPS PROJECT
(A MODEL FOR HEARING-HANDICAPPED INFANTS PROVIDING MEDICAL, ACADEMIC AND PSYCHOLOGICAL SERVICES)

Address: David T. Siegel Institute
for Communicative Disorders
3033 South Cottage Grove Avenue
Chicago, IL 60616

Phone: 312/791-2900
Year of Funding: 3

Fiscal Agency: Michael Reese Hospital and Medical Center

Project Staff: Valerie Feldman, Director
parent counselor, child development specialist, teacher of the deaf, teaching assistant, registered interpreter for the deaf (communication/sign language teacher), speech and language resource specialist, developmental psychologist, clinical audiologist, otologist, pediatric neurologist, ophthalmologist, physical/occupational therapist

Characteristics of Target Population:
The project serves hearing-handicapped infants and toddlers aged birth to 3 years, including those with neurological, orthopedic and emotional/behavioral disorders.

Program for Children:
Services include comprehensive medical and developmental evaluations, biweekly parent/child educational sessions (individual and group) and otological (audiological) services. Referrals for medical follow-up (ophthalmological, pediatric, neurological, etc.), and occupational and physical therapy are made if necessary.

Measures of Child Progress:
Each parent/child dyad is videotaped during free play three times a year. Videotapes are analyzed using HI-MAPS communication codes to examine changes in the child's communication skills, including prognastic and semantic functions of signs and gestures, mean length of signed utterances, and conversational skills. Videotapes are also analyzed for the child's social and play skills using HI-MAPS child-parent Interaction Scale. The Bayley and Gesell scales are also administered to all children at program entry and exit.

Program for Parents:
Parents participate in individual and group sessions with children and teachers. In addition, they are involved in parent counseling groups and a communication/sign language class. Changes in parents' sign skills and attitudes toward deafness are also measured and analyzed as part of program evaluation using the HI-MAPS communications code, Schmerber Parent Attitude Survey, a shortened version of Questionnaire on Resources and Stress, and Inventory of Parents' Experiences (University of Washington).

Features and Products:
- HI-MAPS Data Base Format: an information-gathering tool for hearing-handicapped children and their families
- HI-MAPS Child Development Bibliography: an annotated bibliography on developmental issues of hearing-handicapped infants and toddlers
- HI-MAPS Child-Parent Interaction Scale: a social interaction scale especially designed for hearing-handicapped children and their parents.

RURAL INFANT EDUCATION PROGRAM (RIEP)

Address: Wabash & Ohio Valley
Special Education District
Box E
Norris City, IL 62869

Phone: 618/378-2131
Year of Funding: I

Fiscal Agency: Norris City-Omaha Community Unit District #3

Project Staff: Larry Bachus, Director
two early childhood teachers and four program aides

Characteristics of Target Population:
The project serves 50 to 70 children aged birth to 3 years who are determined through medical, psychological, environmental and educational assessment to be at-risk in terms of their physical, cognitive, language, sensory or social/motivational development.

Program for Children:
Each child receives an Individualized Education Plan. Activities for these plans are selected from Small Wonder Performance Objectives for Preschool Children, Developmental Programming for Infants and Young Children, Uniform Performance Assessment System, Learning Accomplishment Profile and Coordinated Assessment and Planning System--as child and family needs dictate. Supplemental services (psychological, social, audiological, physical therapy) are provided through cooperation with the Wabash and Ohio Special Education District.

Measures of Child Progress:
The project implements initial child assessment through the Brookline Early Education Project Medical At-Risk Inventories and standardized tests including the Cattell Infant Intelligence Scale and/or the 1960 Stanford Binet form L-M, the Bayley Infant Behavior Record and Carolina Record of Infant Behavior, Vineland Social Maturity Scale, Carey Infant Temperament Scale and the Bayley Scales of Infant Development. Criterion-referenced tasks and observations of child and child-parent interactions are also utilized for assessment purposes.

Programs for Parents:
Parents receive training and are directly involved in home-based activities as primary interventionists. Parent information, counseling services, family psychological and social services are available to the family. In addition, parents are involved in ongoing planning and evaluation.

Features and Products:
One of the features of this project will be an adaptation of the Brookline Early Education Project Medical At-Risk Inventory for use in other rural areas. The project will also develop a criterion-referenced assessment and curricular package. The training and in-service components of the project are viewed as significant replication components.

PROJECT FINIS
(FAMILIES WITH INFANTS IN NETWORK OF INTERACTIONAL SUPPORT)

Address: 502 North 12th Avenue
Marshalltown, IA 50158

Phone: 515/752-0103
Year of Funding: 2

Fiscal Agency: Area Education Agency #6

Project Staff: Damon L. Lamb, Director
teacher, occupational therapist, physical therapist, pediatric nurse, social worker, psychologist, speech and language pathologist

Characteristics of Target Population:
Project FINIS serves 35-45 children aged birth to 36 months. Handicapping conditions include mental disabilities (mild to severe/profound), communication handicaps, orthopedic impairments and multiple handicaps.

Program for Children:
The project provides center-based services to handicapped infants, toddlers and their families. Emphasis is on child development and on infant-caregiver and family interactions. Children receive instructional services ranging in frequency from one session per week to daily sessions. Short term (no more than ½ day per week) respite service is available for project families. The project uses the Adaptive Performance Instrument in conjunction with the Hawaii Early Learning Curriculum for the mild and moderate population.

Measures of Child Progress:
Summative (pre/post) measures of infant progress include SICD, Bayley Scales of Infant Development, HOME and the Marshalltown Behavioral Developmental Profile. Formative measures include curriculum-linked assessments and IEP progress data.

Program for Parents:
Services for families include a Pilot Parents Program, Family Life Education Classes, Parent Knowledge Base of Infant Development Classes, Saturday Morning and Evening Father-Infant Sessions and Family Systems Counseling. A family development plan (FDP), which follows assessment of the Family System, is established with all families. Assessment focuses on system parameters and communication/problem-solving skills.

Features and Products:
Project FINIS applies the principles of family development theory and systems theory to deliver services to families with handicapped children. Developmental intervention services are provided within the context of the family in a manner which facilitates both child and family development. Structured interview procedures are used to assess family systems (boundaries, sub-systems, hierarchies, alliances). An Interactional Analysis Scale (IAS) developed by the project is used to assess infant-caregiver interactions. Additional materials developed include: Management System for Early Childhood Curriculums, Family Life Education Curriculum, curriculum for Parent Education of the Sensorimotor Period, Approaches to Early Identification of Special Needs Children, Infant-Caregiver Interactions: Assessment and Intervention, Assessment of Families with Developmentally Disabled Members, and a procedures manual: A Family Systems Approach to Service Delivery to Handicapped Infants and Their Families.

AN INTERAGENCY INTEGRATED EARLY INTERVENTION APPROACH TO EARLY CHILDHOOD SPECIAL SERVICES

Address: 1318 Louisiana
Lawrence, KS 66044

Phone: 913/842-6222 x 319
Year of Funding: I

Fiscal Agency: Lawrence Unified School District #497
Special Services

Project Staff: Don Herbal, Director
two special education services class coordinators, occupational therapist, two speech therapists, program assistant

Characteristics of Target Population:
The project serves handicapped children aged birth to 5 years. Handicapping conditions include learning, communication and visual impairments, mental retardation, autism, physical handicaps and severe multiple impairments.

Program for Children:
The project utilizes community resources as well as two special classrooms to provide a continuum of service delivery alternatives for the children and their families. A centralized child intake and monitoring system is used to screen, evaluate, place, monitor and re-evaluate children receiving services. Children placed in the special classrooms receive intensive individualized treatments using incidental teaching and generalization programming strategies.

Measures of Child Progress:
The project staff measures child progress with a battery of standardized tests given every six months and behavioral observations specified as part of each child's IEP.

Program for Parents:
Services for parents will be provided on community, classroom and individual levels. Parents will be directly involved in the development and implementation of their child's education plan. Individual parent training will be available in the center or home upon request and a regular program of parent training workshops will be provided.

Features and Products:
The project's features include a centralized screening, evaluation, placement and monitoring system; a cooperative interagency approach; a continuum of least restrictive services; and a comprehensive parent participation program. Products will include a slide show, replicable curriculum materials, a continuum of services resource guide, workshops and journal articles and a handbook for developing community-based early childhood education systems.

THE S-E-KAN PROJECT
AN INTERACTIVE CURRICULUM MODEL FOR PROVIDING COMPREHENSIVE EDUCATIONAL SERVICES TO HANDICAPPED INFANTS, PRESCHOOL CHILDREN AND THEIR FAMILIES IN A RURAL AREA

Address: Parsons Research Center
Parsons, KS 67357

Phone: 316/421-6550
Year of Funding: 2

Fiscal Agency: University of Kansas, Bureau of Child Research

Project Staff: Lee Snyder-McLean, Director and Coordinator
handicapped infant development specialist, language/communication curriculum specialist

Characteristics of Target Population:
The project provides early intervention services for handicapped children aged birth to 5 years residing in a rural area in southeastern Kansas. Currently, 15 children aged 2 to 5 years are enrolled in a center-based program, with infant/toddler services scheduled for implementation in the second year of project funding.

Program for Children:
The project delivers services through various programs ranging from primarily center-based to primarily home-based and provides additional support services to individual parents and parent groups on the basis of identified needs. The curriculum reflects an interactive model of learning in both generic and specific skill areas.

Measures of Child Progress:
The project staff administer the Brigance Inventory, Alpern-Boll and SICD annually; additional language/communication assessment (e.g., Carrow and "Oliver") are administered as needed. Specific criterion-referenced probe tests are used weekly to assess progress toward IEP objectives.

Program for Parents:
All parents participate in the assessment and IEP process and are responsible for some degree of program carryover and monitoring in the home. Parents and project staff individually negotiate further involvement and provision of support services.

Features and Products:
The focus of this project is to develop a program model with an interactive, comprehensive curriculum that allows targeting of essential generic and specific skills for the children. Moreover, the program model is designed to accommodate the differing needs of these children and their families, while maintaining maximal efficiency in terms of teacher/staff time required for administrative activities versus direct services to the children.

INFANT/PARENT TRAINING AND EARLY CHILDHOOD DEVELOPMENT PROGRAM

Address: 2050 Versailles Road
Lexington, KY 40504

Phone: 606/254-5701
Year of Funding: 1

Fiscal Agency: Cardinal Hill Hospital

Project Staff: Linda Dyk, Director
three teachers, social worker, psychologist, physical therapist, occupational therapist, speech therapist,nurse, case manager, consultant audiologist, neurologist, ophthalmologist.

Characteristics of Target Population:
The program serves 30 children aged birth to 5 years with the following handicaps: hydrocephalus, myelomeningocele, cerebral palsy, blind or visually-impaired, deaf/blind, other low-incidence syndromes or a severe developmental delay in two or more areas.

Program for Children:
The program for children shifts from a transdisciplinary approach to an interdisciplinary approach wth three levels of service: 1) The Infant-Parent Program for children aged birth to 2 years meets at the center for help from the case facilitator (professional discipline of most obvious need). 2) Developmental Learning Program I: children 2 to 4 years chronological age or 1 to 2 years mental age attend the center two to three days weekly. Small groups of two or three are instructed, and parents must attend one of the weekly sessions. 3) Developmental Learning Program II: children 4 years chronological age or 2 years mental age attend five half-day classes five days weekly. The teacher coordinates a team effort. Each of the three levels of service contains a home-based component.

Measures of Child Progress:
The project administers Early LAP or LAP D, Alpern-Boll, SICD, Cattell, Stanford-Binet, Minnesota Home Inventory, Wisconsin Behavior Rating Scale and Vineland to all children. In addition, staff use other tests for children with specific identified handicaps.

Program for Parents:
Parent needs in the areas of child development, legal issues, social services and behavior management are assessed by the Minnesota Childhood Development Inventory and by staff observation of parent behavior. The project develops parent IEPs. Parents receive assistance through parent-teacher interaction, group meetings, a parent library and in a parents-as-teachers program.

Features and Products:
The project will adapt the HOME Inventory to accomodate young handicapped children. The transdisciplinary to interdisciplinary model is a unique feature. The project maintains a close working relationship to two neonatal units to facilitate an early and comprehensive referral system. Other features include a Parent Assessment Instrument and an Individual Parent Program.

EARLY EDUCATION PROGRAM FOR DOWN'S SYNDROME INFANTS AND CHILDREN

Address: Hikes Annex
3819 Bardstown Road
Louisville, KY 40218

Phone: 502/456-3264
Year of Funding: 2

Fiscal Agency: Jefferson County Public Schools

Project Staff: Joyce Paul, Director; Juanita Landers, Coordinator
three classroom teachers, three classroom aides

Characteristics of Target Population:
The project serves 32 Down's syndrome children aged birth to 6 years.

Program for Children:
The project conducts an Infant Preschool program in a school setting for children aged birth to 18 months. Parents bring their child one hour per week for ongoing assessment and training in techniques to enhance the child's skill development. Early Preschool class serves children aged 19 to 36 months in a half-day, school-based group program. Two Intermediate Preschool classes for children aged 3 to 5 years operate for a full school day, five days per week. The project employs individualized programs following normal developmental sequences in motor, communication, social, cognitive and self-help skills. The Infant and Early Preschool curriculum is based on the Seattle model. The Intermediate Preschool curriculum continues the Seattle model but also provides specific preparation for the skills identified in the school district's regular kindergarten curriculum. All three classes follow the Adaptive Behavior Curriculum.

Measures of Child Progress:
Project staff obtain baseline criterion data on the Adaptive Behavior Curriculum upon the child's entry to the program and update it two to three times a year. Other instruments used at the teacher's discretion include the Brigance Inventory of Early Development, the Learning Accomplishment Profile, Infant LAP, the Developmental Sequence Performance Inventory, the revised PPVT and the Preschool Language Scale. The Cattell or Bayley is administered to children after age 3 years.

Program for Parents:
The Parent Program offers peer support and encourages sharing and participation in the model demonstration program. The parents schedule meetings for general information concerning Down's syndrome and community resources. Parents receive assistance regarding the assessment and teaching of their children. Parents may serve on the Advisory Committee, thus providing input regarding the model and advocating actively for early education for the handicapped. The project requires parent participation in assessment, IEP development, attendance, carrying out the instructional program and data collection.

Features and Products:
The project operates in three public elementary schools. Pupils in the Intermediate Preschool classes engage in selective mainstreaming with kindergarten pupils. Fifth grade students provide weekly peer tutoring; university students provide additional individualized instruction.

CHILDREN'S CENTER INFANT DEVELOPMENT PROGRAM

Address: 1100 Florida Avenue, Bldg. 119
New Orleans, LA 70119

Phone: 504/948-6881
Year of Funding: 3

Fiscal Agency: Louisiana State University Medical Center

Project Staff: Stanley H. Abadie, Director; Patsy Poche, Coordinator
curriculum specialists, special educator, teacher assistant, physical therapist, occupational therapist, speech therapist, social worker, pediatric neurologist, audiologist

Characteristics of Target Population:
The project serves multihandicapped, orthopedically impaired, speech impaired or retarded children aged birth to 3 years and their parents.

Program for Children:
The project uses a transdisciplinary approach to deliver services to home-program and classroom children. The intervention is based on six target areas: gross motor, fine motor, communication, self-care, social/emotional and cognitive development.

Measures of Child Progress:
The project uses the Bayley Scales of Infant Development, Early Intervention Developmental Profile, Sequenced Inventory of Communicative Intent and Uzgiris-Hunt scales in the initial evaluation and at 6 month intervals to monitor child progress.

Program for Parents:
Parents are involved in a variety of experiences individualized to the needs of the child and family. The project offers to all parents group educational sessions, individual parent training sessions, guided classroom observations, classroom participation and participation in IEP development and supportive services.

Features and Products:
The program staff is currently developing an infant curriculum for classroom teachers and parents of young handicapped children aged birth to 3 years, including curriculum placement instruments for each domain.

COGNITIVE DEVELOPMENTAL INTERVENTION PROJECT FOR DISORDERED CHILDREN

Address: 11 Wyman Street
Boston, MA 02130

Phone: 617/522-5434
Year of Funding: 3

Fiscal Agency: Language and Cognitive Development Center

Project Staff: Arnold Miller and Eileen Miller, Directors; Richard Liguori, Coordinator; research associate

Characteristics of Target Population:
The project serves a maximum of 30 children aged 2 to 8 years who have no sensory or major physical defects but are characterized by major disturbances in the following areas: behavior organization, contact with the environment, social-emotional contact with adults and children, and communication. The children are nonverbal, autistic and brain damaged.

Program for Children:
The program employs a cognitive developmental approach using adapted sign language and intervention in the major disturbance areas. The center-based program operates 22½ hours weekly; four additional hours weekly are devoted to home outreach. The program uses a structured, individually designed curriculum concurrently with less structured psychotherapeutic interventions.

Measures of Child Progress:
A trimester (120 days) evaluation cycle uses videotaped observation profiles, standardized tests including Bayley, Binet, McCarthy and Vineland, and language tests such as the ACLC and IPTA. These are administered yearly on a pre/post basis. The project also uses narratives from head teachers, therapists, social workers and outreach staff.

Program for Parents:
Parents meet four hours weekly at the center and participate in classroom training, individual or group meetings and training on educational and psychotherapeutic techniques. The project offers sign language classes to parents.

Features and Products:
The project will refine the model and existing curriculum for incorporation within public schools and specialized treatment centers. The major outcome of the project will be the development of an observer-based, developmentally organized behavior profile for disordered children. Available are Sign and Spoken Language, a pre-reading series, and Symbol Accentuation, a reading program, developed by the directors prior to HCEEP project status. A unique system of wooden board structures provides an opportunity for sensorimotor development and sets the stage for gestural and spoken word opportunities.

PROJECT WELCOME

Address: 333 Longwood Avenue
Boston, MA 02115

Phone: 617/735-6939
Year of Funding: 2

Fiscal Agency: Wheelock College

Project Staff: Linda Gilkerson, Director
medical director, social work supervisor, social worker, developmental nurse consultant, parent/infant educator, early intervention liaison, administrative assistant

Characteristics of Target Population:
The project serves 30 newborn infants at biological, established or environmental risk for developmental delays. Biological criteria include: birthweight (1250 grams or less), intraventricular hemorrhage, newborn seizures, sepsis or Apgar below three at five minutes.

Program for Children:
Infants receive developmental consultation by the parent/infant educator in the NICU and in the community hospital. The educator assesses the infants using the APIB and serves as a resource to the nurses in the planning and implementation of a developmental program for each newborn. Follow-up home visiting or developmental consultation to community-based early intervention programs is provided.

Measures of Child Progress:
The program administers the Assessment of Premature Infants' Behavior (APIB).

Program for Parents:
Parents of target children receive social service support during and, if needed, after hospitalization. Four types of peer support are available to all parents of infants seen in the NICU: parent-to-parent groups through the project, a monthly educational series, special topic groups, and "Just Going Home Group" for parents during the first six months after discharge.

Features and Products:
Features of the program include the use of APIB in assessment and development programming, parent as staff member using the peer leadership model for parent activities, consultation/direct service in two settings (tertiary medical center NICU and community hospitals), and an extensive outreach education program for physicians, visiting nurses, community hospital nurses and early intervention teams.

Products include: curriculum for nurses' education program, a manual describing the use of APIB in developmental consultation, Parent Program Manual describing peer leadership model and services, and a Statewide Directory of Early Intervention Programs.

ERIN BILINGUAL DEMONSTRATION PROGRAM

Address: 376 Bridge Street
Dedham, MA 02026

Phone: 617/329-5529
Year of Funding: I

Fiscal Agency: ERIN, Inc.

Project Staff: Peter Hainsworth, Director; Trudy Schrandt, Coordinator field trainer

Characteristics of Target Population:
The program serves 16 to 20 bilingual, at-risk children in several language groups at kindergarten level. The children's mild to moderate handicaps are compounded by limited English skills.

Program for Children:
Services and curriculum include ERIN (Outreach) program components for bilingual populations, screening, learning environment designs, language and motor skills, and parent involvement.

Measures of Child Progress:
The program administers the Preschool Screening System in six languages and other ERIN measures.

Program for Parents:
Parents participate in a regular communication exchange with the project. Parent groups are held for education and support. Classroom observation is encouraged, and ERIN staff make home visits when possible. The project has a parent advisory committee.

Features and Products:
Mildly to moderately handicapped children from several language and cultural groups are screened and tracked.

PERKINS INFANT/TODDLER PROGRAM (0-3)

Address: 175 North Beacon Street
Watertown, MA 02172

Phone: 617/924-3434 x330
Year of Funding: 2

Fiscal Agency: Perkins School for the Blind

Project Staff: Charles E. Woodcock, Director; Sherry Raynor, Coordinator
social worker, two home teachers, head teacher, secretary, occupational therapist, physical therapist, speech teachers, psychologist

Characteristics of Target Population:
The project serves 12 visually handicapped infants aged birth to 3 years and their parents or principal caregivers. The children are legally blind or have a visual impairment which will require evaluation, modification of equipment or environment, special techniques, understanding and materials to adapt better to the home or future school setting.

Program for Children:
The project has a home-teaching program stressing parental involvement and plans to offer a parent and infant group program at the project three times a month. Objectives for the children's growth are facilitated by the development of a "life-learning" curriculum, using the child's natural environment--the home and neighborhood, family, extended family and community.

Measures of Child Progress:
To measure child progress, the project uses the Maxfield-Buchholz Social Maturity Scale for Blind Children, Vision Up, the Oregon Project for Visually Impaired and Blind Preschool Children (Preliminary Edition), observation and parent reports.

Program for Parents:
Services to parents include home teaching, day and evening center-based participation, support services, infomation exchange, program planning and evaluation.

Features and Products:
Center-based meetings three times a month allow for the use of a home-like setting for instructing children and parents. Monthly evening meetings enable working parents to participate in center-based activities.

DETROIT PRESCHOOL PUPIL/PARENT/PROFESSIONAL READINESS PROJECT

Address: Goldberg School - Room 111
1930 Marquette Avenue
Detroit, MI 48208

Phone: 313/898-8819
313/898-8820
Year of Funding: 3

Fiscal Agency: Detroit Public Schools

Project Staff: Beverly J. Johnson, Director; Sharon K. Finnerty, Coordinator
primary A teacher, developmental preschool teacher, secretary, two special education aides

Characteristics of Target Population:
The project serves 20 educable mentally impaired (EMI) pupils aged 3 to 7 years typifying health, socioeconomic, educational and cultural problems of the school district.

Program for Children:
The project operates a classroom for children aged 3 to 5 years and another for children aged 5 to 7 years. To facilitate mainstreaming with nonhandicapped peers, classrooms and the Head Start program are located in the same building. Project staff use the language experience approach to develop language and reading skills.

Measures of Child Progress:
Classroom teachers use Koontz, DORT profile, Peabody tests and objective-referenced tests to measure pupil progress.

Program for Parents:
The project conducts monthly parent education workshops. Parents also observe in classrooms and may serve on the advisory council and parent guild.

Features and Products:
Home Activity Packs provide for continuation of language development at home. The three-part Parent-Child Sensory Experience Lesson complements the parent-child field trips. The project publishes a monthly newsletter, Correspondence Course for Parents. "For Men Only" is a group forming to address concerns of male family caregivers.

HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM

Address: Route 7, Box 21
Philadelphia, MS 39350

Phone: 601/656-5251
Year of Funding: 2

Fiscal Agency: Mississippi Band of Choctaw Indians

Project Staff: Louise Wilson, Director; Jo Anne Corley, Coordinator research and instructional aide, secretary

Characteristics of Target Population:
The project serves handicapped Choctaw Indian children aged birth to 8 years.

Program for Children:
Handicapped children presently receive services from a variety of educational and social service programs. This project focuses on parent training and orchestrates a multi-staff, multi-program effort to serve young handicapped children. Prekindergarten, kindergarten and primary school instructional materials will be translated into Choctaw.

Measures of Child Progress:
Children will be assessed with the DDST, McCarthy and Bayley which are being translated into Choctaw. When appropriate, the staff will use other assessment tools in the following areas: oral expression, listening comprehension, basic reading skills, math calculation/reasoning and written expression.

Program for Parents:
The project is developing a curriculum for parents which will include an "expectant mother" basic information program. The project will hold parent seminars throughout the school year for parents of handicapped children, and parents of school-aged children will be asked to join a "Parents' Auxiliary" designed to aid in crisis intervention.

Features and Products:
The program seeks to combine, coordinate and expand the services available to handicapped Indian children through the Indian Health Services, Head Start, Follow Through and the Special Education Program in six BIA elementary schools. The program will develop special education services, including bilingual instructional materials, for an Indian reservation in a rural setting, involving a bilingual and cultural minority community.

PEARL RIVER INFANT PROJECT

Address: 801 Sixth Avenue
Picayune, MS 39466

Phone: 601/798-7132
601/868-2923
Year of Funding: 2

Fiscal Agency: South Mississippi Retardation Center

Project Staff: Mary Marcia Yoder, Director; Judy Jones, Administrator
two special education teachers, speech therapist, parent educator, physical therapist assistant, physical therapist consultant

Characteristics of Target Population:
The project serves 25 developmentally disabled children aged birth to 5 years (6 if not eligible for public schools) residing in Pearl River County, Mississippi.

Program for Children:
The project serves the children in both home and center, with the home-bound children gradually phased into the center. The project has adapted the Portage Project and the Small Wonder Kit into the program curriculum. The project uses a transdisciplinary approach with home-bound infants and an interdisciplinary approach with center-based infants.

Measures of Child Progress:
A team consisting of a psychologist, special educator, speech language therapist, nurse, dietician, pharmacist and social worker conducts the initial comprehensive interdisciplinary evaluation. Further evaluation by the center staff includes the Early LAP, pre and post-REEL and observation. IEPs will be written for each child, with an evaluation goal every 6 months and a complete evaluation at the end of each year.

Program for Parents:
Upon placement recommendation by the diagnostic and evaluation team, the parent educator makes a home visit to assist parents in completing the admission and medical forms. When the child's IEP is written, the parents contract to come to the center for a specified number of hours of training to enable them to continue the infant's programs in the home. The staff conducts parent training in the form of workshops and one-on-one consultation. Parent assessment in pre and posttest knowledge forms is used to evaluate the parent education component.

LINKING INFANTS IN NEED WITH COMPREHENSIVE SERVICES (LINCS)

Address: Department of Special Education
515 South 6th Street
Columbia, MO 65211

Phone: 314/882-3741
Year of Funding: 1

Fiscal Agency: University of Missouri

Project Staff: Sandra Gautt and Joel Ray, Co-Directors
project manager, two home trainers

Characteristics of Target Population:
The project serves 35 children aged birth to 3 years who are at risk or handicapped and their mothers. All types of disabilities are represented in the population.

Program for Children:
The project staff identify services in the community and assist the service agencies in providing developmental services to handicapped children and their families. The project emphasizes maximizing service delivery by expanding the role of existing service providers.

Measures of Child Progress:
The project monitors child progress by the Bayley Scales, the Ordinal Scales of Psychological Development and the Uniform Performance Assessment System.

Program for Parents:
The parent program trains parents to work directly with their child with assistance from project staff and agency personnel. A formal parent education program in child health and development is offered.

Features and Products:
The outstanding feature of the project is the Linkage service delivery model for use in rural areas.

BIG SKY EARLY EDUCATION CENTER

Address: 401 Social Science Building
University of Montana
Missoula, MT 59812

Phone: 406/243-5467
Year of Funding: 2

Fiscal Agency: Montana University Affiliated Program

Project Staff: Robert E. Crow, Director; Richard A. vanden Pol, Coordinator special education teacher, two aides

Characteristics of Target Population:
The project serves TMR and multiply handicapped children aged birth to 5 years who live in rural areas in and around Missoula. Children less than 2½ years of age are served through interagency agreements, primarily involving parent training.

Program for Children:
The project offers individualized, center-based services based on individual daily programs developed by the staff which cover major developmental areas for each child. In-seat and on-task skills are initially shaped; then children work on a variety of self-help/independent tasks, pre-academics, and social skills training.

Measures of Child Progress:
Project staff and parents collect daily, weekly and monthly measurements of progress to assess criterion levels of performance on children's individualized objectives. In addition, the staff use Bayley and Brigance, as pre and posttests and PPVT, SICD and Binet as needed.

Program for Parents:
Parents are involved in designing their child's IEP, in assessment and in carrying out instructional programs in the home and center. Parent training programs are available through interagency agreement. The project, with community-based agencies, provides greater accessibility to support groups and community and state social service resources for parents.

Features and Products:
The project operates in close cooperation with community-based, state-funded projects that serve handicapped preschoolers in seven rural counties in Montana. Products currently being developed include a client data-based staff supervision system, a social skills training package, an exportable procedures manual and parent training material.

PRESCHOOL SUPERMARKET

Address: Bozorth Early Childhood Center
Glassboro State College
Glassboro, NJ 08028

Phone: 609/445-6285
Year of Funding: 3

Fiscal Agency: Glassboro State College

Project Staff: Barbara A. Wear, Director; Geri W. Scott, Assistant Director
gross motor specialist, speech and language therapist, occupational therapist, pediatric neurodevelopmentalist consultant

Characteristics of Target Population:
The project serves 30 non-categorically handicapped children aged birth to 5 years.

Program for Children:
The center uses a Piagetian curriculum with diagnostic-prescriptive and behavioral components. Children in the mainstreamed program are moderately impaired. Another program serves three small groups of severely impaired children.

Measures of Child Progress:
The project uses the Summary of Screening Assessment of Educational Needs and the Vulpe Assessment Battery (September through May).

Program for Parents:
The parent program includes counseling, workshops, advocacy, support group, child's program involvement (from IEP writing to classroom work), center-related tasks and parent-planned social activities.

Features and Products:
Two center-developed curricula are available: Developmental Play as a Learning Tool (birth to 3) and A Time... To Grow... To Play... To Learn... To Be Me... (3 to 5).

PEACH
(Public Education for Autistic Children and the Home)

Address: Educational Improvement Center/NE
2 Babcock Place
West Orange, NJ 07052

Phone: 201/731-8400 x239
Year of Funding: I

Fiscal Agency: Educational Improvement Center/NE

Project Staff: Marjorie T. Goldstein and Robert DiTursi, Co-Directors
pediatric psychiatrist, two special education teachers, two teacher aides, social worker, project evaluator, secretary

Characteristics of Target Population:
The project serves 10 autistic children aged 3 to 5 years.

Program for Children:
The curricula focus on developmental skill sequences designed to promote the autistic child's adaptability to his/her environment in the areas of communication, social and self-help skills to foster school readiness. The project staff implement all facets of the program using behavioral techniques. The classroom program operates in a public school setting, five days weekly.

Measures of Child Progress:
Criterion-referenced measures, drawn from the curricula implemented in the program, are used to measure student progress. The curricula tentatively selected for use include: Perceptual Motor Play Program of the Social Learning Curriculum, Assessment Intervention Model for Deaf-Blind Students and the WIPP (language development). The project also will use teacher and parent reporting procedures.

Program for Parents:
The family training program provides parents and siblings with skills in the following areas: nature and needs of the autistic child, behavior modification principles, techniques for language development and methods to reduce socially inappropriate behaviors. Project staff provide experiences and training for the family on site and in the home.

Features and Products:
This project is a consortium involving the New Jersey State Department of Education, EIC/NE (a regional education agency) and the Jersey City Public School #31 (a local educational agency). The project plans to develop the following products over the three years of funding: project brochure, Family Home Management Handbook, Directory of Community Resources, Teacher Training Manual, a slide-tape presentation, videotapes, and In-Service Training Manual.

PUEBLO INFANT-PARENT EDUCATION PROJECT (PIPE)

Address: P.O. Box 1785
Albuquerque, NM 87103

Phone: 505/344-3489
Year of Funding: I

Fiscal Agency: Southwest Communication Resources, Inc.

Project Staff: Norman Segal, Director; Ruth Miksovic, Coordinator
occupational therapist, speech and language therapist, six community health representatives

Characteristics of Target Population:
The project serves approximately 25 children from 6 Pueblo communities, aged birth to 3 years with a variety of handicapping conditions.

Program for Children:
The project implements a home-based service model with an interdisciplinary team comprised of community health paraprofessionals as well as professional child development specialists. The curriculum is prescriptive and is adapted from the more visually based curriculum materials available such as Small Wonder, Illustrated Portage (Alaska) and others.

Measures of Child Progress:
The project staff measure child progress with the Bayley Scales of Infant Development every six months. The EARLY Learning Accomplishment Profile provides ongoing assessment and is the basis for determining specific training objectives. The Bromwich Parent Behavior Progression checklist is used to assess parent-child interactions.

Program for Parents:
Parents participate in weekly staff-parent training activities and conferences in the home. Parents also participate in a more formalized set of training activities (done as a parent group for six weeks) upon their entry into the program. Parent representatives serve on the project's Advisory Council and also assist staff with community liaison and education activities.

Features and Products:
The project's most unique features are the training of community health paraprofessionals to serve as the primary facilitators of infant intervention and parent education, thereby enabling the project to provide bilingual services. The project will develop (or adapt) infant and parent curriculum materials which are culturally appropriate and relevant to a Pueblo lifestyle.

NEW VISTAS FOR HANDICAPPED INFANTS

Address: P.O. Box 2332
Santa Fe, NM 87501

Phone: 505/988-3830
Year of Funding: 1

Fiscal Agency: New Vistas

Project Staff: Mary Russell, Director; Doris Taylor, Coordinator
occupational therapist, speech therapist, family/community services coordinator, infant development specialist

Characteristics of Target Population:
The project serves 35 infants aged birth to 3 years who have developmental disabilities or who have exerienced an at-risk birth which might contribute to developmental problems. The children are drawn from a seven county rural area in North Central New Mexico, where the population is primarily (66%) Hispanic. Native Americans from the northern pueblos are also served.

Program for Children:
The program is primarily a home-based direct treatment service for children, but opportunities for group sessions are also provided for children and their families. A transdisciplinary team of therapists and early childhood specialists perform evaluations and semi-annual tests and provide ongoing one-to-one treatment services for the infants. The curriculum is drawn from a variety of resources.

Measures of Child Progress:
The transdisciplinary team members record weekly anecdotal data, summarize parent-recorded data and periodically administer standardized performance tests (Bayley, Wessell). The percentage of objectives met is reviewed every six months.

Program for Parents:
The program for parents emphasizes the parent's role as the primary and most effective teacher of the handicapped child. During weekly sessions, parents are given training in the following areas: parenting skills; the ability to work and live with a handicapped child; the use of community support services. All parents are encouraged to participate in the Parent Advisory Council in an effort to advocate and affect long-range programs for handicapped preschoolers in New Mexico.

Features and Products:
The main features of the project are: provisions for bilingual staffing, development of a service delivery system for rural communities, preparation of a group of trained community professional and paraprofessional workers among the social and health services, and advocacy for early childhood in northern New Mexico. Audio-visual materials will be developed to promote awareness of early interventior., directed primarily toward an audience which could influence legislation in the state.

DEVELOPMENTAL INFANT PROGRAM IN HOSPITAL AND HOME (DIPHH)

Address: Kingsbrook Jewish Medical Center
DMRI-341
Rutland Road and East 49th Street
Brooklyn, NY 11203

Phone: 212/756-9700 x2284
212/960-8173
Year of Funding: 3

Fiscal Agency: Research Foundation CUNY on behalf of Herbert H. Lehman College

Project Staff: Shirley Zeitlin and Frieda Spivack, Co-Directors
educator-coordinator, physiotherapist, language specialist, parent coordinator, clerk typist

Characteristics of Target Population:
The project serves 20 severely handicapped multi-ethnic children aged birth to 5 years and their families. The children are from an urban area and have chronic medical conditions requiring long-term hospitalization, recurrent hospitalization or continuing involvement with the hospital outpatient clinic.

Program for Children:
The educational program, based on the developmental interaction Model for Personalized Learning (Zeitlin), includes a hospital program for chronically ill children and a program for children at home. The project attempts to increase the child's capabilities and coping skills. Teacher interns, supported by a multidisciplinary team, work three days a week with the hospitalized children and once a week with the children at home. The project uses the Curriculum for Developmental Education and other parts of the Infant Abcdeary (Spivak). The project integrates children with nonhandicapped siblings and other hospitalized children during a Saturday morning play group.

Measures of Child Progress:
The project uses the Assessment of Basic Capabilities (Spivack), the Coping Inventory (Zeitlin), Infant Level and Severely and Specifically Handicapped Level (Spivak), observations and videotaping to develop personalized learning plans and to measure progress biannually.

Program for Parents:
The parent program increases the parents' ability to cope with the child by increasing understanding of the child's special needs and their own and their family's needs as the result of having a special child.

Features and Products:
Available products are: The Manual for the Development and Implementation of Personalized Learning Plans, Parent Support Parent Program Manual, Adaption of the Coping Inventory, Assessment of Basic Capabilities (Specific and Severe Handicaps). The project uses videotapes for awareness and staff training.

VIABLE IN-VIVO ASSESSMENT (VIVA)

Address: Adelphi University
Special Education
Garden City, NY 15530

Phone: 516/294-8700x7531
Year of Funding: 1

Fiscal Agency: Adelphi University

Project Staff: Ruth F. Gold, Director; Phoebe Lazarus, Coordinator
evaluator, speech pathologist, adaptive physical education specialist

Characteristics of Target Population:
The project serves 20 cross-categorical children aged 3 to 8 years with varying disabilities who are targeted to be mainstreamed into less restrictive environments.

Program for Children:
The summer preschool program improves the transition of children from out-of-district placements to district programs. Continuous assessments will be used during the school year to modify programs of mainstreamed children.

Measures of Child Progress:
The project uses a criterion-referenced observation scale developed by staff and other scales.

Program for Parents:
Workshops are held to explain in-vivo assessment and prescription and to identify natural activities parents can use to reinforce skill development.

Features and Products:
A parents' manual and a teachers' manual will be developed in year two. These products will provide a framework for in-vivo assessment and prescription.

PARENT INVOLVEMENT PROGRAM (PIP)

Address: 231 Roberts Building
Jamestown, NY 14701

Phone: 716/483-0214
Year of Funding: 3

Fiscal Agency: United Cerebral Palsy Association of New York State, Inc.
Southern Tier, West Division

Project Staff: Marilyn Johnson, Director; Sylvia Calla, Coordinator
two home teachers, two occupational therapists, physical therapist, secretary, speech therapist, child/parent advocate

Characteristics of Target Population:
PIP serves 24 handicapped or developmentally delayed children aged birth to 3 years.

Program for Children:
The project provides psychological, audiological, speech, occupational and physical therapy evaluations. In addition, the project provides direct educational services (Portage curriculum) and occupational and physical therapy through home- and center-based programs.

Measures of Child Progress:
The project administers the Portage and Denver quarterly; and the Bayley or McCarthy Scales as pre and posttests.

Program for Parents:
PIP operates a lending library for parents (equipment and toys), teaches Portages' activities, and provides advocacy services. A parent group meets monthly. PIP also operates a monthly swim program for families.

Features and Products:
The occupational and physical therapists and special education teachers collaborate to achieve common service-delivery goals. The home-based design of the program helps the staff overcome the transportation and communication problems faced in this rural service-delivery area. Monthly meetings inform parents of available services and their legal rights as parents of handicapped children.

EDUCATION FOR NINOS AND THEIR FAMILIES ORGANIZED AROUND CULTURE, ADVOCACY AND RESPECT (PROJECT ENFOCAR)

Address: 2253 Third Avenue
New York, NY 10035

Phone: 212/289-6650
Year of Funding: 2

Fiscal Agency: East Harlem Council for Human Services

Project Staff: Richard Terry, Director; Adaline Santiago Walker, Coordinator education strategist, education aides, psychologist, secretary

Characteristics of Target Population:
The project can serve 20 mildly to moderately mentally retarded or hearing, speech, visually or orthopedically impaired children aged 2½ to 6 years whose parents will commit themselves to weekly parent participation. The project offers all services on a bilingual/multicultural basis.

Program for Children:
The program consists of three bilingual/multicultural placements: a preschool handicapped program, a mainstreaming preschool program and a transitional kindergarten program. The project uses both a center- and home-based approach and provides health, education and social services.

Measures of Child Progress:
Each student receives a case study evaluation prior to placement in a program. The project administers the DDST, Vineland Social Maturity Scale, Bayley and McCarthy Scales on a pre and posttest basis, using systematic data collection on all IEP goals and objectives.

Program for Parents:
Parent involvement activities include parent group meetings, parent/teacher conferences, newsletters, classroom observation and participation and advisory committee. During home visits, project staff focus on parent/child interaction and intervention techniques. The project encourages parents to participate in any and all project training.

Features and Products:
The project develops home assistance (H.A.P.P.Y.) packets for each family to help with parent/child interaction and the transfer and reinforcement of the center-based IEP activities. Each family receives a scrapbook as a record of its project experience. Each week, teachers take snapshots and deliver pictures from the preceding week. The project has a community--based bilingual/multicultural delivery system (Spanish and English). To provide more time for those children who need it, the project offers a "buy-in" system for parents, when appropriate, and a "buy-back" system from the local kindergarten.

EARLY CHILDHOOD INTERVENTION PROGRAM

Address: Plainedge Primary School
North Baldwin Drive and Kentucky Avenue
North Massapequa, NY 11758

Phone: 516/293-6050
Year of Funding: 2

Fiscal Agency: Board of Cooperative Educational Service (BOCES) at Nassau County

Project Staff: Maureen Metakes, Director; Marilyn Wranek, Coordinator
social worker, psychologist, parent trainer, speech and language therapist, physical therapist

Characteristics of Target Population:
The project serves 15 handicapped children aged birth to 3 years, their parents and extended families.

Program for Children:
The program is an early intervention model designed to serve handicapped children and their parents or primary caregivers. Children enroll in either the home or home/school program. The home program consists of a weekly home visit by a parent trainer to focus on parent-child interaction and train parents in intervention techniques relating to cognitive, language, speech, self-help and motor areas. The home/school program provides weekly home visits and daily three-hour classes in Plainedge School. The school program promotes child development through music, art, and adaptive physical education and helps fulfull individualized educational programs.

Measures of Child Progress:
The Bayley and Alpern Boll are administered upon enrollment and semi-annually before IEP revisions. Parents and staff use daily and weekly data to measure changes in behavior and skill aquisition. The REEL, Brigance Inventory of Early Development, and physical and occupational therapy evaluations are administered individually.

Program for Parents:
Parents take part in screening, assessment, evaluation, weekly home visits and daily classes. Parent workshops are held weekly on topics such as behavior management, speech and language, motor development, and nutrition.

Features and Products:
Parents, staff and service providers are involved in the program's ongoing development. They are developing a curriculum which can be adapted for use with variously handicapped children.

EARLY INTERVENTION PROGRAM

Address: P. O. Box 374
Potsdam, NY 13676

Phone: 315/265-4356
Year of Funding: 3

Fiscal Agency: St. Lawrence-Lewis Board of Cooperative Educational Services (BOCES)

Project Staff: Edward A. Shafer, Director
clerk-typist, three teachers, two speech therapists, social worker

Characteristics of Target Population:
The project serves 30 children aged birth to 5 years who are handicapped as defined by P. L. 94-142 regulations. The project gives priority to severely handicapped children and serves children in a rural setting.

Program for Children:
A parent-child learning center and home program provide services to the children. Individualized educational programming focuses on social, motor, cognitive, self-help and linguistic skills. Parents and teachers together select goals using a variety of curriculum resources, such as the LAP, Portage Guide to Early Education and Oswego County ARC curriculum.

Measures of Child Progress:
The project uses a rate of development or learning expectancy level to assess child progress. The following measures are used, depending on the child's age and area of difficulty: Bayley, McCarthy, Goldman-Fristoe Test of Articulation and Utah Test of Language Development. The project administers the Oswego ARC curricular evaluation to all children as a pre and posttest.

Program for Parents:
The project considers parents full and active partners in the education of their children and asks them to participate in 50 percent of the instructional activities. An individual family plan reflects family perceptions of need and their action plans. The goals for family participation are to increase parents' knowledge of their child's developmental needs, to provide specific information on successful adult-child interaction, and to facilitate access to other community resources necessary to promote their own mental health and sense of well being.

PROJECT TAP

Address: P.O. Box 19643
North Carolina Central University
Durham, NC 27707

Phone: 919/683-6509
Year of Funding: 2

Fiscal Agency: North Carolina Central University

Project Staff: Octavia B. Knight and Barbara K.McCloud, Co-Directors
two teachers, parent coordinator, secretary, consultants

Characteristics of Target Population:
The project serves 15 to 20 high-risk, mildly handicapped, developmentally delayed preschool children aged 3 to 6 years.

Program for Children:
Curriculum content is based on Thurstone's Primary Mental Abilities; curriculum process is composed of acquisition and generalization stages. The project uses the Carolina Developmental program. Demonstration classes are located in a local day care center.

Measures of Child Progress:
The project uses the McCarthy Scales of Children's Abilities as a pre and posttest for program evaluation. The Carolina Developmental Profile provides the basis for writing the IEP and planning the instructional program for each child.

Program for Parents:
Parent needs are assessed using two instruments: a Self-Appraisal Inventory completed by the parents and a Needs Assessment Inventory completed by the parent coordinator. Parent activities include monthly training sessions (topics are based on the needs assessment), regular home visits, attendance at the State Conference for Exceptional Children, and Advisory Board participation.

Features and Products:
The project provides a model training package for developing awareness in 10- to 12-year-old children concerning the potential dangers of early pregnancies and the relationship of early pregnancy to the birth of handicapped children. The FEED project approach will be used. The project provides extensive in-service training to daycare workers in the state and region.

PROJECT FOR MOTOR IMPAIRED INFANTS AND THEIR FAMILIES

Address: 281 Locust Street
Akron, OH 44308

Phone: 216/379-8256
Year of Funding: 3

Fiscal Agency: Children's Hospital Medical Center of Akron

Project Staff: Philippa Campbell and G. Dean Timmons, Co-Directors
physical therapist, occupational therapist, social worker

Characteristics of Target Population:
The project serves 25 infants under age 3 who are either diagnosed or at risk for motor development impairments due to neurological causes. The children reside in the predominantly rural 17-county geographic region served by Children's Hospital Medical Center of Akron.

Program for Children:
Project infants receive neurodevelopmental therapy to develop sensorimotor skills. The project provides home-based services for the youngest infants and for those infants and families who cannot visit the center regularly. By age 3, children move from home- or center-based motor intervention programming into integrated community-based preschool programs. The project follows children for one year after placement.

Measures of Child Progress:
The staff use the Index of Qualification for Specialized Services and Pattern Analysis Form to identify and assess the infants. Standard assessment procedures administered prior to entrance and again at yearly intervals include the Bayley, Uzgiris-Hunt and Pre-Speech Assessment Scale, in combination with ongoing performance assessments and other measures.

Program for Parents:
The therapists and parents identify concerns about the infant's motor progress. The project trains parents to work with their infant at home and analyzes their teaching using videotape. The staff social worker is available to meet with parents individually and in groups.

Features and Products:
All staff members participate in orientation and training sessions on behavioral theory and technology, data collection systems, strong inference model and data-based decision making. The project provides ongoing training experiences through videotape analysis of therapist/infant interaction, weekly training sessions, attendance at professional meetings, workshops and seminars, participation in a weekly "journal" club and subsidized course work.

PEDIATRIC EDUCATION PROJECT

Address: 1580 Cannon Drive
Columbus, OH 43210

Phone: 614/422-8365
Year of Funding: 3

Fiscal Agency: The Nisonger Center
Ohio State University

Project Staff: Michael J. Guralnick, Director; Karen E. Heiser, Coordinator graduate assistant, national task force

Characteristics of Target Population:
Pediatric residents at eight test sites across the country participate in the one-month rotation developed by a steering committee and a national task force.

Program for Children:
The program serves pediatric consultants. The curriculum is divided into 12 goal areas: child development; attitudes toward exceptional children; handicapping conditions; prevention; screening, diagnosis and assessment; interdisciplinary team; management; parents; community resources; health and medical care; developmental, educational and psychological research; and legal and legislative aspects. Full implementation, field testing and evaluation are underway.

Measures of Child Progress:
For both instruction and evaluation, the project has developed instructional models of managing patients. Each goal area has several objectives with associated evaluation mechanisms such as objective tests, clinical observations and apprenticeship programs.

Program for Parents:
A major goal of the project is to inform pediatric residents about parental concerns and techniques for effective communication.

Features and Products:
The project will produce a detailed, flexible, and validated curriculum in developmental pediatrics. Other products include an audio-visual materials resource guide, an annotated bibliography, a guide for implementation, model case studies, a series of pediatric assessment instruments for both physical health and developmental/educational functioning, and a multifaceted evaluation system.

BRANCHING OUT
UNITED LABOR AGENCY'S CHILD DEVELOPMENT CENTER

Address: 71 North Park Place
Painesville, OH 44077

Phone: 216/357-9043
Year of Funding: 1

Fiscal Agency: United Labor Agency, Inc.

Project Staff: Joan M. Hanson, Director; Eileen Hogan, Coordinator therapy aide

Characteristics of Target Population:
In the first year, the program will serve 9 children aged birth to 8 years with a variety of handicaps. Branching Out will serve 15 children in the second year and 20 children in the third year.

Program for Children:
The children are mainstreamed into preschool classes and have supportive special education and therapy services. A cognitive learning curriculum model uses nonhandicapped peer modeling and imitation techniques to help the handicapped children acquire developmental skills. Children aged 6 to 12 years are offered extended day care. The Portage, High Scope and Nisonger file of Infant Stimulation curricula are used.

Measures of Child Progress:
The project uses UPAS every six months, the Minnesota Child Development Inventory initially during home visit, and the Nisonger Center's assessment for Infant-Toddler Population as appropriate.

Program for Parents:
Parents are involved in home visitation, IEP development, open visitation, a lunch-with-child policy, parent education topical sessions, and meal celebrations as part of our Nutrition Education State Grant. Also, the project is developing an attitudinal survey to be given annually.

Features and Products:
The curriculum will incorporate modeling and imitation of nonhandicapped peers. Videotapes will be used in staff evaluations. A research component is being developed on the effects of modeling and peer imitation on skills acquisition by the handicapped child. Since the project is labor-sponsored, organized labor can be a means to disseminate and replicate activities.

PRESCHOOL CONDUCTIVE HEARING IMPAIRMENT LANGUAGE DEVELOPMENT (PRESCHOOL CHILD)

Address: McKesson School
1624 Tracy
Toledo, OH 43605

Phone: 419/666-5180
Year of Funding: 3

Fiscal Agency: Toledo Public Schools

Project Staff: Carol Quick, Director; Helen Orringer, Coordinator
speech/language therapist, developmental language teacher, audiologist, psychologist, social worker, pediatrician, consultant

Characteristics of Target Population:
The project serves approximately 50 children aged birth to 5 years with linguistic handicaps secondary to recurrent otitis media. Children enrolled must have normal development in all areas but language, confirmed language delay, audiological and medical documentation of recurrent otitis media.

Program for Children:
The project provides a coordinated triad of services including medical treatment of the otitis condition with ongoing audiological monitoring, supportive parent education and individualized child language development programs for implementation in the home or preschool. The curriculum focuses on meeting the auditory processing needs of the target population. The majority of child programs are implemented through community preschool programs and Head Start.

Measures of Child Progress:
The project administers the Merrill Palmer Test and audiometric screening and impedance testing upon admission to the program. To children with language above 36 months, the project administers the Sequenced Inventory of Communication Development, Allied Agencies Developmental Scales and Goldman-Fristoe Test of Articulation at six to eight weeks into the program and again at the end of each year.

Program for Parents:
Parent education focuses on information needs regarding medical aspects of otitis, audiological testing and meeting the individual language development needs of their child. The project offers support services geared toward effective use of community medical, social and welfare resources.

Features and Products:
The project promotes awareness within the medical community of the cause-effect relationship between recurrent otitis media and linguistic educational handicaps. It uses a coordinated community approach involving the public schools, Head Start and the Medical College of Ohio.

COMMUNITY INTERACTION EARLY EDUCATION PROGRAM (CIEEP)

Address: Lorton Hall 206
600 South College
Tulsa, OK 74104

Phone: 918/592-6000
Year of Funding: 3

Fiscal Agency: University of Tulsa

Project Staff: Kaye Theimer, Director; Carol Clingan, Coordinator
four educational therapists, educational aide/secretary, parent/family consultant, audiologist, child development specialist, speech pathologist, developmental pediatrician, occupational therapist, social worker, psychologist

Characteristics of Target Population:
The project serves 25 children aged birth to 5 years who are learning disabled, mentally retarded, severely handicapped or emotionally disturbed.

Program for Children:
CIEEP offers home-, community- and school-based individualized instruction for preschool and primary-aged handicapped children and their parents. The children are seen weekly in center and home visits, and the educational therapists schedule school visits on alternate weeks. An interdisciplinary team composed of a staff developmental pediatrician, psychologist, child development specialist, social worker, audiologist, speech pathologist and occupational therapist provide additional services. The curriculum for all children is designed around a Behavioral Objective Taxonomy which proceeds developmentally from concrete to abstract and includes stimulus, content and mode of response components.

Measures of Child Progress:
The assessment process includes four phases: screening of potential CIEEP participants using McCarthy and Denver Developmental Screening Tests and afterwards a formal identification battery (FIB), which consists of Bayley Scales (birth to 3 years) and McCarthy Test of Children's Abilities (3 to 6 years) administered at yearly intervals; diagnostic screening of selected participants in the areas of language, behavior, cognitive and motor functioning; continuous assessment of educational programming based on developmental objectives, criterion-referenced materials and daily behavioral objectives; and a final assessment using the FIB.

Program for Parents:
The project provides direct involvement for parents in the development and education of their handicapped children. Workshops for parents, educators and other professionals are held every other month. The Advisory Council includes three parents of handicapped children and helps plan the project's activities. Resource materials are available at the project site.

Features and Products:
CIEEP emphasizes strong parent and family involvement. Features offered include mother's groups, a monthly newsletter, sibling groups, family social functions and parent input into program planning. In addition, parents complete a needs assessment at the beginning of each year and an evaluation of CIEEP at the completion of the year. Available from the project are Transition to Next Placement Services, School Visit Model, CIEEP Behavioral Objective Taxonomy and Teacher Orientation Packet. A manual describing a comprehensive program of service delivery for families of normal and exceptional children is currently being developed.

LINN-BENTON-OLD MILL SCHOOL PROJECT

Address: Old Mill School
532 N.W. 8th Street
Corvallis, OR 97330

Phone: 503/757-8068
Year of Funding: I

Fiscal Agency: Linn-Benton Community College

Project Staff: Pete Boise, Director; Bev Larson, Coordinator
head teacher, teacher, outreach coordinator, occupational therapist

Characteristics of Target Population:
The project serves 45 children and their families in mainstreaming environments. The children aged 2½ to 6 years represent all types of disabilities.

Program for Children:
The project offers an urban center-based program for either three mornings or three afternoons a week. Instructional sessions are for 2½ hours with the children grouped according to developmental levels and learning problems. Handicapped children in rural settings are served in parent co-ops and through home programming.

Measures of Child Progress:
The project staff measure child progress on the Alpern-Boll and individual professional diagnostic tests. Data relating to the objectives of each child's IEP are collected daily. Videotapes and observational measures are also used to measure the children's development.

Program for Parents:
Parent education meetings are held on a regularly scheduled basis. Each parent works directly with his/her child in the classroom. These sessions are videotaped and discussed with the parent. Each parent will participate in developing goals for his/herself, and some parents will be involved in curriculum development. Parents also participate on the Advisory Council.

Features and Products:
The project proposes to develop a cooperative model of preschool and post-secondary school coordination to provide appropriate education for handicapped children and their families. The project uses a Community College base which enables cooperative preschools to integrate handicapped children into their program.

INTERVENTION AND DEVELOPMENTAL MONITORING OF HANDICAPPED AND HIGH-RISK INFANTS

Address: 901 East 18th Street
Eugene, OR 97403

Phone: 503/686-3568
Year of Funding: 2

Fiscal Agency: Center on Human Development, University of Oregon

Project Staff: Diane Bricker, Director; Andrea McDonnell, Coordinator
teachers, assistant teachers

Characteristics of Target Population:
The project serves 20 toddlers aged 15 to 36 months and 10 infants from birth to 15 months with a variety of handicapping conditions. In addition, approximately 100 infants are being monitored by their parents.

Program for Children:
A center-based program is provided for the toddlers, while the infants are served in the home. Comprehensive programming is provided. At-risk infants are monitored through the use of developmental questionnaires completed by parents.

Measures of Child Progress:
The project uses the Gesell Developmental Scales and the Adaptive Performance Instrument.

Program for Parents:
Parents are expected to be the primary teacher or change agent for their child. They are offered educational programs and counseling services.

Features and Products:
The focus of the intervention is on the caregiver-infant dyad rather than on the infant or the mother. The project is developing a monitoring system, using developmental questionnaires completed by parents, to track the development of at-risk infants.

INFANT DIAGNOSTIC AND TREATMENT PROGRAM

Address: 2215 N. W. Northrup, Second Floor
Portland, OR 97210

Phone: 503/229-7220
Year of Funding: . 3

Fiscal Agency: Good Samaritan Hospital and Medical Center

Project Staff: David N. Grove and Sally Charuhas, Co-Directors
physical therapist, occupational therapist, social worker, pediatrician, speech/language pathologist

Characteristics of Target Population:
The project serves handicapped infants aged birth to 18 months. Handicapping conditions include developmental delays, visual or hearing impairments, motoric involvement and neurological handicaps. The infants reside in the Portland Tri-County area, southwest Washington and eastern and southern Oregon. They are referred by physicians, local agencies or parents.

Program for Children:
The program trains parents to help their handicapped infant by teaching them specific intervention strategies. For one to two hours a week, the infants and parents attend the center-based program on an individual basis. The family works with a transdisciplinary team on individually prescribed acivities. The parents follow the regimen at home and collect data on their infant's daily progress.

Measures of Child Progress:
The project administers the Bayley, Milani-Comparetti, REEL, SICD and CCD Upper Extremity/Fine Motor Test upon an infant's enrollment in the program and on an annual basis prior to major revisions of the IEP. Parents and staff use data collection systems to measure changes in behavior and skill acquisition.

Program for Parents:
The parents help identify their infant's strengths and weaknesses, document progress and implement the intervention programs. The project trains parents to provide appropriate intervention techniques and to determine with the staff the most feasible intervention techniques. In addition, regular day and evening programs aid the family in understanding their infant's development, intervention and data collection techniques. The families also may participate in a parent support group or a Dad's group, coordinated by a male staff person.

Features and Products:
The Infant Diagnosis and Treatment Program is a hospital-based educational model. Hospital and education staff members work in a transdisciplinary team to individualize programs for multihandicapped infants. The team sets medical and educational objectives for each child, and each team member is trained to work directly with the infant to meet all of those objectives. The project staff is presently preparing a program development guide for infant intervention.

SUPPORT OR STIMULATION UNIT (SOS)

Address: 101 East Sixth Street
Erie, PA 16507

Phone: 814/459-2755
Year of Funding: 3

Fiscal Agency: Erie County Crippled Children's Society, Inc.

Project Staff: Jeffrey Barninger, Director
two early childhood specialists, two social workers, speech clinician, two part-time occupational therapists, part-time physical therapist, secretary

Characteristics of Target Population:
SOS serves 75 handicapped or at-risk infants aged birth to 1 year.

Program for Children:
The project offers screening and assessment services during the child's first year. The curriculum for infants is based on bimonthly home visits to implement IEP objectives for the remediation of developmental lags.

Measures of Child Progress:
The project uses its own Neonatal Screening Index (a registry of at-risk factors) to screen children aged one to two days in the medical setting. SOS administers the Brazelton Neonatal Behavioral Assessment Scale prior to admission and Developmental Programming for Infants and Young Children and hearing screenings at four-month intervals throughout the child's first year. The project uses project-developed developmental checklists during monthly home visits.

Program for Parents:
The hospital-based social workers initiate family support and services immediately after the infant's birth. The project offers individual and weekly support group meetings and a language program. The second phase of family support begins with a home-based program in which staff provide parents with strategies to use at home. Observations of the child's developmental progress and areas of need are discussed bimonthly. Parent-infant groups meet monthly to discuss child development topics chosen by the parents. Parents also participate in program evaluation and serve on the advisory council.

Features and Products:
The project has developed a Neonatal Screening Index and a model for the management-by-objective methods of program evaluation. Also available are a brochure, abstract, baby book and Hotline tapes on infancy. The project will develop a total screening and assessment program for infants and videotaped training films for professionals.

A LEAST RESTRICTIVE KINDERGARTEN MODEL FOR HANDICAPPED STUDENTS

Address: Pennypacker Elementary School
Washington Lane and Thouron Avenue
Philadelphia, PA 19138

Phone: 215/424-2077
Year of Funding: 2

Fiscal Agency: School District of Philadelphia

Project Staff: Ann H. Barrick, Director; Eileen McCaskell, Coordinator
special education teacher, aide

Characteristics of Target Population:

The project serves handicapped school-entry aged children (4 years 7 months as of September 1). The population includes those children for whom programming ordinarily would be in a self-contained special education class with minimum exposure to regular education and in regular kindergartens with insufficient support services. The population is representative of all disability categories recognized in P. L. 94-142

Program for Children:

The project assigns eight exceptional children to one kindergarten classroom which has a regular education kindergarten teacher, an aide and a special education teacher. The morning session has both nonhandicapped and special students. The handicapped children remain in school for a full day, spending their afternoon in self-contained classes with the special education teacher working on diagnostic and other needed special-help activities.

Measures of Child Progress:

Prior to enrollment, the project administers a battery of diagnostic tests in addition to the assessment battery routinely given to children with developmental delays prior to entry into school programs. The initial assessment determines strengths and weaknesses in the areas of socialization, communication, gross motor skills and fine motor development. These four target areas are reassessed throughout the school year in December, March and May/June. Instruments used include the Santa Clara Inventory of Developmental Tasks, Brigance, Portage Guide to Early Education and the Learning Accomplishment Profiles.

Program for Parents:

The project conducts family workshops throughout the school year on issues such as child management, ways to use the home as a learning center and instructional materials made from ordinary objects. The project trains family members as instructional aides to their child and others in the class. The project offers a family support group and counseling through supplementary services.

Features and Products:

The project is planning materials development.

AN EDUCATIONAL SYSTEM IN PARENTING FOR THE RETARDED WITH INFANTS AND TODDLERS (ESPRIT)

Address: 1001 Brighton Road
Pittsburgh, PA 15233

Phone: 412/322-6008
Year of Funding: 3

Fiscal Agency: Association for Retarded Citizens (ARC)-Allegheny

Project Staff: Linda Sherman, Director
administrative assistant, social worker, research consultant, home visitor

Characteristics of Target Population:
The program serves 25 high-risk infants aged birth to 3 years and their retarded parents.

Program for Children:
The program strives to foster normal development of the child. The project staff develop an IEP which incorporates activities of the Portage Project. A home visitor models the implementation of the infant's daily program and adapts it to the parents' skills. Ultimately, the parents will assume full responsibility for carrying out the program.

Measures of Child Progress:
ESPRIT uses the Early LAP for assessment at program entry and at six-month intervals to monitor skill acquisition; the Early LAP serves as the basis for prescriptive programming. The project administers the Bayley at program entry and at quarterly intervals to obtain program evaluation data.

Program for Parents:
The Home Training Program is based on an Individual Program Plan (IPP) for each parent. The IPP begins with an independent daily living skills checklist, a parenting skills checklist, a safety checklist and a parenting questionnaire. The project evaluates parental self-image, daily living, prenatal care, child health, safety, stimulation and behavior management skills.

Features and Products:
The project offers an innovative and replicable service system for a relatively unserved population, assessment tools specific to mentally retarded parents, the ESPRIT Parenting Guide, an extensive data collection system and A Manual for Replication.

LEARNING EXPERIENCES
AN ALTERNATIVE PROGRAM FOR PARENTS AND PRESCHOOLERS

Address: 3811 O'Hara Street
Pittsburgh, PA 15261

Phone: 412/624-1703
Year of Funding: 1

Fiscal Agency: WPIC/University of Pittsburgh

Project Staff: Phillip Strain, Director; Mary Margaret Kerr, Coordinator
parent trainers, developmental specialists

Characteristics of Target Population:
The project serves 12 preschoolers aged 3 to 5 years. Six children are developing normally and six are autistic. The autistic children are integrated gradually into the program.

Program for Children:
The project serves children in a year-round, center-based program of half-day classes with home-based follow-up. In addition to teachers and parents, the normal children are trained as intervention agents for the autistic-like children. Specific target behaviors, settings for instruction and method of instruction are based on the characteristics of successfuly adjusted older autistic children. The medical school provides supplemental pediatric, neurological and psychological assessment and, if appropriate, treatment.

Measures of Child Progress:
The program administers the Alpern-Boll, McCarthy Scales, LAP and Cars. Other instruments are being selected.

Program for Parents:
An intensive parent involvement program requires parents to attend the center 4 out of 5 mornings each week to receive instruction on handling problem behaviors at home. They also receive in-home training via the parent trainer. The project uses multiple baseline designs to assess the status of family cohesiveness and strength of social networks.

Features and Products:
This program has a strong research orientation and hopes to establish a treatment contrast group. It also is collaborating closely with the Pittsburgh public schools. The project is located in a public school building. The project also plans to train the teachers who will receive the children when they leave the center program. Anticipated products include curriculum procedures, parent training procedures and receiving-teacher training materials.

EARLY EDUCATIONAL OPPORTUNITIES FOR PRESCHOOL HANDICAPPED CHILDREN

Addresss: Department of Education
Office 612 Special Education Program
Hato Rey, PR 00919

Phone: 809/754-1771
809/764-8059
Year of Funding: 3

Fiscal Agency: Puerto Rico Department of Education

Project Staff: Awilda Torres, Director; Carmen Acosta, Coordinator
two teachers, two teacher aides, social worker, psychologist, occupational therapists, speech therapist

Characteristics of Target Population:
The project serves 30 handicapped children aged 3 to 8 years in two demonstration centers. The San Juan center serve 10 emotionally disturbed children and five children with learning disabilities. The Humacao center serves 15 children with speech, language and hearing problems.

Program for Children:
A multidisciplinary team in each demonstration center provides direct services to children according to individual needs. Teachers plan objectives and activities for each child using specialists' recommendations.

Measures of Child Progress:
Evaluation measures include the Carolina Developmental Profile and the Portage Project Checklist.

Program for Parents:
The staff orient parents to program requirements and identify their needs. Parents take part in workshops, counseling and social groups, and an advisory committee.

Features and Products:
The two project sites serve as models of service delivery in two settings. The San Juan Center is in an urban, low-income setting. Humacao is a demonstration site for service to a rural population.

SEVERELY HANDICAPPED COMMUNICATION PROGRAM

Address: P. O. Box 64
Foster, RI 02825

Phone: 401/822-4622
Year of Funding: 2

Fiscal Agency: Educational Technology Center, Inc.

Project Staff: Edmond S. Zuromski, Director
two speech pathologists, special education teacher, two program assistants

Characteristics of Target Population:
The project serves 20 severely/profoundly handicapped children aged 3 to 8 years. Ten children are institutionalized and ten live at home.

Program for Children:
The Severely Handicapped Communication Program is based on the combined use of active stimulation programming and augmentative communication. This approach allows a multihandicapped child to control environmental events through the use of special switching or assistive devices with response-contingent stimulation (i.e., ideas are expressed through assistive devices).

Measures of Child Progress:
The project uses the Callier-Azusa Scale, Hoskins-Squires Test for Reflex and Gross Motor Development and the Vulpe Assessment Battery.

Program for Parents:
In a home-based training program, parents learn to plan and carry out activities coordinated with the classroom teacher's goals.

Features and Products:
The project has developed an Active Stimulation Programming Manual and is writing a communication manual for severely/profoundly handicapped children.

PROJECT CHILD

Address: Services for Children, Families & Youth
160 Broad Street
Providence, RI 02903

Phone: 401/274-7100
Year of Funding: 1

Fiscal Agency: Providence Mental Health Center

Project Staff: Fredericka B. Bettinger, Director; Haven Miles, Coordinator psychologist, early childhood educator

Characteristics of Target Population:
The project will serve 30 families of children aged birth to 5 years. The children are at risk for delays in cognitive and/or emotional development, and the mothers have experienced one or more psychotic episodes and subsequent interruption or regression in their ability to parent.

Program for Children:
Project CHILD provides home- and center-based services. Treatment focuses on helping the mother resume her role in the family, improving parenting skills and parent-child interaction, providing stimulation to the child to remediate delays, maintaining interaction in periods of family stress and modifying family reactions to the mother's illness.

Measures of Child Progress:
The project administers Bayley Infant Scales, the McCarthy Scales of Children's abilities, the Anthony Scales of Vulnerability and Infant Distress Scales.

Program for Parents:
Mothers are involved in a day treatment program which includes individual therapy and family counseling. The project maintains parent education groups for mothers. Project CHILD videotapes mother/child interactions every three months to document change.

Features and Products:
The project is developing a training program on successful treatment strategies to provide background information to staff of other agencies already involved with these families and to assure continuity of care. A training manual on working with this population also is planned. The project will increase understanding of clinical issues involving psychotic mothers and their effect on young children.

EARLY LIFESTYLE PROGRAM DEMONSTRATION PROJECT

Address: 412 West Ninth Street
Columbia, TN 38401

Phone: 615/388-3810
Year of Funding: 3

Fiscal Agency: The King's Daughters' School

Project Staff: Pam Frakes, Director; Pat Wade, Coordinator
classroom teacher, two aides, two home trainers, van driver, attendant, speech therapist, school nurse

Characteristics of Target Population:
The project serves moderately to severely retarded children from a six-county area in rural southcentral Tennessee. The project serves seven children aged 4 to 8 years in a preschool classroom at the King's Daughters' School. An additional 18 children aged birth to 4 years participate in a home-based infant education program.

Program for Children:
The Early Lifestyle Program replicates the Preschool Classroom and the Home-based Infant Model of the Norfolk Early Education for Handicapped Children Project (NEEHCP). The classroom curriculum is Norfolk's "Individuals in Groups" which provides for the integration of one-to-one training and normative small-group instructional activities with theme topics or units of study. The curriculum design of the Home-based Infant Model allows for the integration and use of various existing curriculum materials.

Measures of Child Progress:
The project uses the NEEHCP Evaluation System to measure child gains. This is a nondiscriminatory, continuous monitoring system based on learning as opposed to performance. The project administers criterion-referenced measures pre and post for individual program development; including the Norfolk Assessment for "Individuals in Groups" for the Preschool Classroom and the Early LAP and REEL for the Infant Model. For additional documentation of child gains, the project administers pre and post the McCarthy Scales of Children's Abilities for the Preschool Classroom and the Bayley Infant Scales for the Infant Model.

Program for Parents:
Parents make up at least 25% of the advisory council. The project schedules group parent activities regularly. Parents are trained to carry out home teaching programs through classroom participation or weekly home visits. Parents also participate in their child's assessment and IEP development and implementation.

Features and Products:
The replication of a proven adoptable model has eliminated the expense and time of initial program development for services to children. This has enabled the Early Lifestyle Project to address other issues of rural service delivery and to focus on dissemination and coordination strategies.

LITTLE TENNESSEE VALLEY EDUCATIONAL COOPERATIVE (LTVEC)

Address: Route 9, Box 316
Lenoir City, TN 37771

Phone: 615/986-5646
Year of Funding: 1

Fiscal Agency: Little Tennessee Valley Educational Cooperative

Project Staff: Jerome H. Morton, Director; Samera Baird and Pamela Potocik, Coordinators; physical therapist, occupational therapist, teacher of the visually impaired, teaching assistants/aides

Characteristics of Target Population:
The program serves 23 children aged birth to three years who meet one of the following criteria: 1) medical diagnosis of a condition associated with mental retardation, 2) cognitive abilities measured on standardized test instruments within the moderate, severe or profound range of mental retardation, 3) moderate to severe delay in two of the five developmental areas--cognitive, language, gross motor, fine motor, personal-social.

Program for Children:
A precision-teaching instructional approach is incorporated into a center-based program which the children attend two mornings a week. Home-based programming is provided to each child. The two sites will share the expertise of their site directors; one is a psychologist, and the other is a language specialist. The center-based program uses learning centers for curricular areas. The project provides specialized services to children at center sites as determined through diagnostic assessments by specialists.

Measures of Child Progress:
The project will use the Brigance Inventory of Early Development, Memphis Scale, Stanford-Binet, Assessment in Infancy--Ordinal Scales of Psychological Development, Early Intervention Development Profile, Sequenced Inventory of Communication Development, Oliver, Environmental Prelanguage Battery, the Developmental Checklist, and the Spontaneous Communication Sample (administered at least biannually).

Program for Parents:
Parent involvement includes training, classroom involvement, and participation on the advisory board and multidisciplinary teams. The project will help parents establish respite care arrangements. A Parent Information Center is being developed.

Features and Products:
As a regional agency, LTVEC will develop a cost-effective delivery strategy using professional staff in two rural counties. Proposed products include: program replication and paraprofessional staff training guidelines, hiring procedures, parent handbook and forms to use at centers.

COGNITIVE EDUCATION FOR PRESCHOOL HANDICAPPED CHILDREN: A CURRICULUM DEVELOPMENT PROJECT

Address: George Peabody College
Box 40
Nashville, TN 37203

Phone: 615/327-8242
Year of Funding: 1

Fiscal Agency: Vanderbilt University

Project Staff: H. Carl Haywood and Penelope Brooks, Principal Investigators; Sue Burns, Director/Manager; two teachers, two teacher assistants, two parent trainers, data collector, psychological tester

Characteristics of Target Population:
The project serves 24 children aged 3½ to 5 years who meet specified psychometric and high-risk criteria.

Program for Children:
The program for children focuses on the development of a curriculum for cognitive education; the emphasis is on teaching children how to think and learn. The curriculum is process oriented. (Precognitive and cognitive functions are taught with teacher-mediated learning experiences.) The center-based program uses two sites: The Kennedy Center Experimental School and the community-based program in a low-income area. Children attend class year round, about seven hours daily, four or five days a week.

Measures of Child Progress:
The project administers the McCarthy Scales pre and posttest to determine cognitive gains. Several tests of motivation are administered throughout the intervention year. Criterion-referenced measures of curricular progress, observations of classroom behavior, and teacher ratings of behavior are used. Children's performance on transfer cognitive tasks is measured and observed three times yearly.

Program for Parents:
Parent Trainers develop parent activities consistent with the curriculum, and they instruct parents in implementation. Parents implement the activities at home and record their children's responses on a Parent Training Record. Parents are advised of counseling, social and educational services. Parents serve on the advisory committee.

Features and Products:
Cognitive progress of project children is compared with progress in a regular Head Start program. Gains will be compared across the two groups at the end of the program in an analysis of variance design. The degree to which teachers accept and implement the curriculum is measured by questionnaire and by observation three times yearly. The program is partly based on Feuerstein's Instrumental Enrichment Program.

CHILD SUCCESS THROUGH PARENT TRAINING

Address:
P.O. Box 22487 - TWU Station
Denton, TX 76204

Phone: 817/387-6063
Year of Funding: 2

Fiscal Agency: Texas Women's University

Project Staff: Sue Schafer, Director; Linda Ryan, Coordinator
two program associates, student assistant, secretary

Characteristics of Target Population:
The project serves children aged birth to 36 months who have identified developmental problems or who are at risk of acquiring them. Parents must be willing to participate in their child's program. The project serves a maximum of 40 children from three counties in rural north Texas at any one time.

Program for Children:
The project uses the Developmental Programming for Infants and Young Children (DPIYC) for assessment and for identifying behavioral objectives in the areas of gross and fine motor, perceptual, self-care, social, cognitive and language development. During center and home visits, parents receive instruction and assistance in implementing their child's developmental activities.

Measures of Child Progress:
Children receive DPIYC assessments upon program entrance and at 3-month intervals. The project staff and parents also review child progress toward individualized objectives at 3-month intervals. The project also uses case studies and CIPP evaluation.

Program for Parents:
Parents actively participate in all aspects of services to their child. Through discussion, demonstration, and practice, parents learn about child development, their child's handicapping conditions and areas of strength, and ways to promote their child's development through daily family routine. With assistance from the project staff, the parents target specific areas for training. A contract is established to include: areas of need targeted by the parents, parent goals expressed in behavioral terms, training methods to be used for each goal, specific responsibilities for parents and CSP staff, and expected outcomes. The contract is evaluated and revised by the parents and staff on a quarterly basis in conjunction with the child's reassessment.

Features and Products:
The project features a transdisciplinary team of allied health professionals who serves as case managers for children with all types of handicaps and their parents. The project is developing a parent training curriculum, a staff development package to teach professionals how to contract with parents of delayed infants, and methods for including alternate caretakers in the child's program.

TO OFFER TOTS ALTERNATIVE LANGUAGE (TOTAL)

Address: 3309 Richmond Avenue
Houston, TX 77098

Phone: 713/521-9584
Year of Funding: 1

Fiscal Agency: Harris County MH/MR Authority

Project Staff: Marlene Hollier, Director; Christine Watkins, Coordinator evaluator, teacher, speech pathologist, teacher's aide

Characteristics of Target Population:
The project serves 14 children aged 18 months to 3 years who are developmentally delayed or at risk for delay. All children have additional significant language delays and all have normal hearing.

Program for Children:
The program for children consists of two 4-hour group sessions a week for each child. Total communication is used in training all areas of development including cognitive, social, fine motor, gross motor and language skills. The parent attends class one day per week with the child. A cooperating day care center provides afternoon care for families who desire it. Home visits assist with carry-over activities.

Measures of Child Progress:
The project assesses child progress with the Sequenced Inventory of Communication Development, Infant Programs' Baseline and forms developed by the project.

Program for Parents:
Each parent attends the child's class one day (4 hours) per week. Two hours of that class time are spent in a parent training group for instruction in signing and other topics, and planning parts of the children's class. The remaining two hours are spent in the class with the child.

Features and Products:
A special feature of the program will be training in sign language for cooperating day care center staff. Products will include a curriculum for parent instruction and a curriculum for group instruction utilizing total communication. The existing MHMR Infant Curriculum is also being adapted for use in this project.

A PEPPY KIDS PROJECT

Address: 503 Castroville Road
San Antonio, TX 78237

Phone: 512/434-7033
Year of Funding: 3

Fiscal Agency: Young Women's Christian Association

Project Staff: Delia Swiger, Director
program specialist, social worker, secretary, teacher, teacher aides, recreation aides

Characteristics of Target Population:
The project serves 30 children aged 3 to 8 years with mixed or noncategorical handicaps.

Program for Children:
The project offers day care, after school care, adaptive aquatics, and a recreational program which includes gymnastics, ballet and folk dancing.

Measures of Child Progress:
The project staff review records of assessment used by schools, including Uzgiris-Hunt, Brigance and the Developmental Sequence Performance Inventory. The staff then diagnose children using a battery of developmental assessments. Progress is monitored throughout the year using center-developed checklists.

Program for Parents:
Parents participate as members of the advisory committee and take part in special interest workshops. The project also provides for parents a respite care referral system.

Features and Products:
The staff is trained to work with bilingual children. The project will develop a curriculum guide for mainstreaming handicapped children into a recreational and daycare setting. It will be distributed to 405 YWCAs across the country.

PROJECT SEARCH

Address: 415 West Avenue N
Silsbee, TX 77656

Phone: 713/385-5286
Year of Funding: 3

Fiscal Agency: Silsbee Independent School District

Project Staff: Jimmye Gowling, Director
registered nurse, speech and language therapist, two teachers, secretary

Characteristics of Target Population:
The project serves 17 preschool children aged birth to 5 years who exhibit physical and/or mental disabilities or specific developmental delays.

Program for Children:
The program for the children is child-centered. The individualized therapy and instructional programs emphasize the areas of language, motor, personal-social and problem solving skills. In addition, the project makes referrals to physical therapy, otological, neurological, orthopedic, psychological, medical and other related services.

Measures of Child Progress:
The project staff initially administer the Denver Developmental Screening Test to determine each child's abilities. Within 45 days, eligibility is determined using the Bangs Birth-to-Three Scales and the Alpern-Boll Developmental Profile. Quarterly progress is measured by teacher-made tests and/or the Portage Behavior Checklist. Re-evaluation occurs annually to determine progress of the child and appropriateness of the program.

Program for Parents:
Parent involvement includes active participation in the instructional activities, home activities, special topical workshops, parent meetings and the Parent Advisory Council.

Features and Products:
The project conducts all direct service activities for children and parents in a special mobile classroom which travels to the child's home or neighborhood. All equipment and supplies needed for these activities are maintained on the mobile unit. The project provides in-service training to the staff, which includes an orientation to the project's philosophy, films and filmstrips concerned with diagnosis of handicapping conditions and techniques for remediation of disabilities, site visits to medical or other facilities serving young handicapped, workshops dealing with parents and infants, participation in local, state and national professional groups and conferences, weekly staff meetings and access to the project professional library. The staff use role playing activities to reinforce interpersonal skills.

EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM

Address: P.O. Box 2837
Learning Resource Center
Christiansted, St. Croix
U.S. Virgin Islands 00820

Phone: 809/773-7997
Year of Funding: I

Fiscal Agency: Virgin Islands Department of Education

Project Staff: Ellie Hirsh, Coordinator
two classroom teachers, two to three home resource teachers, two aides, physical therapist, speech therapist

Characteristics of Target Population:
The project serves children aged 3 to 5 years with diverse handicaps. The children represent various cultural backgrounds (most are from the islands of the West Indies).

Program for Children:
The project has a center on the island of St. Thomas and another on the island of St. Croix. The centers operate for 10 months yearly. All children and their families receive weekly home visits for parent counseling and training and direct service to the child. Depending upon need, the project serves the child in a self-contained classroom, mainstreamed classroom or a combination of the two. Existing teacher- or child-directed curricula are used depending on the child's needs.

Measures of Child Progress:
The project uses the Brigance Inventory, portions of the Preschool Program of Study (Fairfax County, Virginia) and the Schamburg Wheel.

Program for Parents:
Parents participate in individual and group counseling and a home- and group-training program. The project encourages parents to visit the centers and participate in program activities.

Features and Products:
The multicultural character of the West Indies is addressed through its music in relation to body awareness and motor development. A file of daily living and home activities will be developed for parents to use with their children. Also, the project trains teachers who will be serving handicapped children in the mainstreamed classes.

SOCIAL INTEGRATION PROJECT

Address: Exceptional Child Center
Utah State University
UMC 68
Logan, UT 84322

Phone: 801/750-1991
Year of Funding: 1

Fiscal Agency: Utah State University

Project Staff: Joseph Stowitschek, Director; Sebastian Striefel and Craig Boswell, Co-Directors; John Kiloran, Coordinator; teacher, liaison specialist, graduate assistant and hourly evaluation assistants

Characteristics of Target Population:
The project serves 6 children directly and 4 indirectly. The children are aged 4 to 6 years and present moderate to severe handicaps, including behavior disorders, developmental delays, mental retardation and sensorimotor impairment. Eligibility criteria are those identified in The Developmental Disability/Mental Retardation Policy Manual for the State of Utah.

Program for Children:
The program focuses on integrating handicapped children into day care centers through systematic, individualized preschool curricula with an embedded social interaction program. A home social integration training component is also implemented. Both parents and siblings are trained as primary intervention agents.

Measures of Child Progress:
The project will measure child progress by standardized tests and direct observation. Assessment instruments include, but are not limited to, the Individual Assessment and Curriculum System, the California Preschool Social Competency Scale, the Brigance Inventory of Basic Skills, the McCarthy Scales of Children's Development and the Fluharty Language Preschool Screening Scale.

Program for Parents:
Parents participate in home visits, day care orientation, development and evaluation of the home training component of the social integration model.

Features and Products:
The features of this project are the integration of handicapped children into day care centers with an accompanying home program and the training of siblings as agents of social interaction. The project's products include a social integration curriculum.

A RURAL HOME INTERVENTION PROGRAM FOR SENSORY IMPAIRED INFANTS AND VERY YOUNG CHILDREN AND THEIR FAMILIES

Address: 846 20th Street
Ogden, UT 84322

Phone: 801/750-1382
Year of Funding: 1

Fiscal Agency: Utah Schools for Deaf and the Blind

Project Staff: Thomas C. Clark and Robert Bischoff, Co-Directors; Elizabeth Morgan, Coordinator; psychologist, evaluator, opthamologist, 15 parent advocates (part-time)

Characteristics of Target Population:
The project serves 20 to 25 visually impaired and 5 deaf-blind children aged birth to 5 years.

Program for Children:
Children are identified as close to birth as possible. After identification, they are fit with appropriate prosthetic devices, and maximum attention is given to early treatment of the sensory disorder. The child is then served as a member of the family in a home-based program. Once the sensory disorder has been treated, the family receives weekly visits by a parent advisor who models developmental activities (gross motor, fine motor, self-help skills, etc.) for the parents.

Measures of Child Progress:
Each child receives a pre-treatment assessment within one month of program entry. The same assessment is given quarterly, and results are analyzed to determine programming for the next quarter. Weekly and monthly behavioral data will be kept on each child. Specific instruments will be chosen; if appropriate measures are not available, the project will develop them.

Program for Parents:
The parent program is based on an ecological/environmental model with parents utilized as an integral part of the program for children. The parent advisor works with the parent on every home visit to make the home a meaningful environment for the child's development.

Features and Products:
There are three major features of the project: delivery of services by one caregiver to all sensory impaired children living in a large geographic area, the treatment of the sensory disorder through prosthetic devices, treatment in the home in conjunction with medical agencies, and the use of local part-time parent advisors who are paid by the visit to insure a cost-effective delivery model.

The main product will be a comprehensive manual on delivery of services to sensory impaired children. Materials which are necessary to the delivery of the services but which are not currently available will be developed.

UTAH PROGRAM FOR AUTISTIC CHILDREN

Address: 3195 South Main
Salt Lake City, UT 84115

Phone: 801/533-6982
Year of Funding: 3

Fiscal Agency: Utah State Department of Social Services

Project Staff: Paige S. Hinerman, Director/Coordinator
teaching parents, secretary, teacher/therapists

Characteristics of Target Population:
The project serves 5 autistic children aged 3 to 8 years in a teaching home and 9 autistic children aged 5 to 9 years in public school classrooms.

Program for Children:
The model has three major components: 1) a teaching home where five children reside during the week and receive individualized, one-to-one instruction in the areas of language, self-help, social skills and eliminating problem behaviors. 2) A day school program which involves placement in a special school or integration into the local school system. The children attend school five days per week and receive instruction in the above areas and academic skills. 3) A family involvement component through which the staff identify needs of the child's family, provide basic information regarding their child's handicapping condition and teach behavioral techniques and principles appropriate to managing their child at home. All three components of UPAC are coordinated so that each child's day is devoted entirely to accomplishing tasks ultimately aimed at becoming a functional member of society.

Measures of Child Progress:
The staff measure each child's daily progress through discreet trial monitoring of language, self-help and social skills, and reduction of inappropriate behavior. On entry, exit and at 6-month intervals between, the staff administer additional tests on the following instruments: Individual Assessment and Curriculum System, Vineland Social Maturity Scale, TARC, AAMD Adapted Behavior Scale, and ASIEP, UPAC Behavior Checklist, and UPAC Prelinguistic Checklist.

Program for Parents:
The staff conduct parental needs assessments and offer parent training, parent/staff conferences, counseling groups and a newsletter to meet these needs. Parents also train other parents and participate in classroom observation, advocacy groups and an Advisory Board. The project provides training for parents of other severely multiply handicapped children in the local school district.

Features and Products:
UPAC has a residential program for five autistic children which is coordinated with a classroom in the local school district. Children in this program attend the local school district class five hours daily, then return to the residential teaching home where instruction continues until the end of the day. On weekends and holidays, residential program children receive instruction from their parents at home. The staff train parents to use the same instructional program used at the center. In addition, the project is developing a parent-training and staff-development program and a comprehensive manual on how to set up a teaching home. A unique support feature is that state social services and the public educational service collaborate to provide 24-hour educational services to the children enrolled in the program.

RURAL INFANT-FAMILY EDUCATION PROJECT (RIFE)

Address: Box 646 11 Seminary Street
Middlebury, VT 05753

Phone: 802/388-3171
Year of Funding: 1

Fiscal Agency: Addison County Counseling Services

Project Staff: Cheryl Mitchell and Sue Harding, Co-Directors
trainer/speech and language pathologist, two infant/family educators

Characteristics of Target Population:
The project serves 25 children under three years of age with a mixed range of handicaps.

Program for Children:
RIFE considers the parent the central figure in the child's growth and education. The team supports and educates the parent through modeling, curriculum presentation, discussion, support groups and evaluation. Program options include: 1) A weekly home visit (focus on remediation objectives of the IEP) and a weekly mainstreamed playgroup (art, music, drama, socialization); on alternate weeks, parents and children participate together or parents meet to discuss family issues while children play together; 2) A mainstreamed group in the Infant-Toddler Center four mornings weekly; parents participate two hours weekly; 3) A full day of developmental child care for children of working parents; 4) Physical and occupational therapy and other specialized services. Communication skills are considered vital to children and families.

Measures of Child Progress:
In addition to monitoring progress of each child's IEP, the project administers the Bayley Scales as a pre/post measure. Videotapes of children's activities and parent/child interactions are analyzed to determine change.

Program for Parents:
RIFE's Parent/Child Center offers parents a range of services and classes: child development, home management, assertiveness training, time management, crafts, etc. Parent support groups are ongoing, and a parent cooperative is established where parents share babysitting, baby equipment and clothes and experience. A strong community service network helps families receive all desired services to which they are entitled. Parents serve as volunteers at the center and as trainers.

Features and Products:
This is a rural program that must deal with the problem of overcoming great physical distances to serve families. The project will develop a series of kits for teachers to use in the homes. Also, RIFE intends to equip a van with materials to convert church halls or granges into temporary child-care centers.

MODEL CHILD DEVELOPMENT PROJECT FOR SEVERELY HANDICAPPED CHILDREN AGES BIRTH TO FIVE YEARS

Address: Box 66
Rutland, VT 05701

Phone: 802/775-2386
Year of Funding: 3

Fiscal Agency: Rutland Mental Health Service, Inc.

Project Staff: David R. Ritter, Director
parent specialist (social worker), lead teacher, support teacher, two child development specialists, psychologist

Characteristics of Target Population:
The project has three components. The Pilot Parents component serves 10 families of handicapped infants; Infant Stimulation serves 12 infants and toddlers; Therapeutic Preschool serves six children. All children have severe developmental handicaps, serious behavior disorders or emotional disturbances. All are aged birth to 5 years.

Program for Children:
Home-based Infant Stimulation uses a parent training approach to help parents interact and work with their handicapped infants. Therapeutic Preschool uses a modified developmental therapy curriculum with major focus on the child's social/emotional growth.

Measures of Child Progress:
To assess instructional and overall evaluative progress, the project uses the Bayley Scales with Kent Profile, Callier-Azusa, Kohn Behavioral Scale, California Behavioral Scale and the McCarthy Scales. The project uses videotapes to assess child-parent interaction.

Program for Parents:
The Pilot Parents program trains a group of 10 parents of handicapped children to provide support, information and advocacy for parents of newborn handicapped infants. Parent involvement is also a crucial aspect of Infant Stimulation and Therapeutic Preschool Programs.

Features and Products:
Brochures describing the project are available.

HAMPTON INSTITUTE MAINSTREAMING MODEL (HIMM)

Address: Special Education Program
Hampton Institute
Hampton, VA 23668

Phone: 804/727-5434
Year of Funding: 2

Fiscal Agency: Hampton Institute

Project Staff: James B. Victor, Director; Shirley Vulpe, Co-Director
intake/mainstreaming teacher, mainstreaming teacher, two teacher aides

Characteristics of Target Population:
The project serves children with significant developmental delays in motor, social, language and cognitive behavior. The project integrates nonhandicapped children from urban and rural locales with 20 to 40 handicapped children aged 2 to 5 years. HIMM emphasizes services to unserved minority and low-income children.

Program for Children:
HIMM adheres to the developmental interactional approach to learning. The purpose of the Hampton Model is to bring about a greater degree of social competence in children and to enhance school success through the acquisition of developmentally appropriate skills. The integration of handicapped and nonhandicapped children is critical to the model. The curriculum is based on the Vulpe Assessment Battery which provides developmental performance analysis and individualized programming for the typical and atypical child. The program features an Intake Room and offers services ranging from intake and mainstreaming assessment to full integration into the Early Childhood Center with nonhandicapped children.

Measures of Child Progress:
For screening purposes, the project uses the DDST, PPVT, Goldman-Fristoe Test of Articulation, the Preschool Language Scale and Pureton Audiometric Testing. The project uses both criterion-referenced and normative assessment instruments with the Vulpe Assessment Battery for developmental performance analysis and individualized programming and the McCarthy for normative evaluation.

Program for Parents:
Parents may assist in the classroom and participate in guided observations of classroom activity (through one-way mirrors), individual and small group training sessions and informal group meetings. The project offers counseling and referral services and a parent lending library.

Features and Products:
HIMM features an Intake Room for systematized classroom integration and a nonmainstreamed control group. The project provides an in-service training program for regular teachers (orientation, weekly training sessions, site visits and tuition rebates) and a preservice master's level intern training program. Project staff have expertise in working with minority children and families.

TRAINING AND INTERVENTION TO MULTI-HANDICAPPED MOTHERS AND INFANTS (TIMMI)

Address: Infant Intervention Program
2008 Wakefield Street
Petersburg, VA 23805

Phone: 804/862-9940
Year of Funding: 1

Fiscal Agency: District 19, MH/MR Services Board

Project Staff: Stephanie Parks, Director
two infant educators, occupational therapist, mental health therapist, speech therapist

Characteristics of Target Population:
The treatment program serves 20 handicapped (non-categorical) infants aged birth to 2 years, more than half of whom also have handicapped parents. The monitoring program serves 30 to 40 high-risk infants.

Program for Children:
The program administers weekly home- and center-based individual intervention (targeting all developmental areas) to train parents to become their child's primary teacher. The project uses a team/transdisciplinary approach.

Measures of Child Progress:
The program uses the Bayley annually and HELP, CRIB, staff observation protocols, Milani, HOME and Parent/Infant Interaction Ratings every four to six months.

Program for Parents:
The primary caretaker is involved in all intervention sessions. Parent needs are assessed individually and a concurrent intervention plan is developed when indicated. Parent support, education and training meetings are held monthly.

Features and Products:
The project coordinates intervention services with the diagnostic evaluation services (medical, psychological, social) of the Crater Child Development Clinic to insure smooth transition from evaluation to intervention and integration of evaluation recommendations. The project will also develop transition procedures for graduates into the LEAs, will focus on developing alternative strategies in service delivery for handicapped parents and will adapt curricular activities and materials for use with handicapped parents (e.g., MR, deaf, physically disabled).

RICHMOND EARLY CHILDHOOD EDUCATION PROJECT (RECEP)

Address: Oliver Hall, Room 2101
Virginia Commonwealth University
Richmond, VA 23284

Phone: 804/257-1305
Year of Funding: 3

Fiscal Agency: Virginia Commonwealth University

Project Staff: Carol Beers, Director; Sharon Talarico, Coordinator
four teachers, three aides, occupational therapist, project evaluator

Characteristics of Target Population:
RECEP serves 30 severely/profoundly handicapped children aged birth to 6 years.

Program for Children:
Children aged 2 to 6 years attend Richmond Public School classes for the severely/profoundly handicapped and receive home visits twice a month from teachers and specialty personnel. Infants attend a school-based program two days per week and receive two home visits monthly. The project emphasizes parents as teachers of their children.

Measures of Child Progress:
The public school evaluation team evaluates project children annually with standardized measures such as the Stanford-Binet and Cattell. Project staff evaluate infants using the Uzgiris-Hunt or Bayley. MOS provides a comprehensive educational assessment and serves as a criterion-referenced tool for summative evaluation.

Program for Parents:
Parents participate in the planning, implementation and evaluation of their child's IEP and specify their role in the educational process through their corresponding Parent Involvement Plan. RECEP trains parents to work with their child, with emphasis on solving problems encountered at home.

Features and Products:
This transdisciplinary project emphasizes the advisory role of the therapist and other ancillary personnel and focuses on service to inner-city minority families. The project is a joint endeavor of Virginia Commonwealth University and Richmond Public Schools.

PROVIDENCE PROJECT

Address: P. O. Box 1067
Everett, WA 98206

Phone: 206/258-7312
Year of Funding: 3

Fiscal Agency: Providence Hospital

Project Staff: Shirley Joan Lemmen, Director
clinical nurse specialist, early childhood specialist, instructional assistant, speech therapist

Characteristics of Target Population:
The project serves developmentally delayed or at-risk children aged birth to 35 months. Parental participation is a criterion for acceptance into the program.

Program for Children:
The project provides a comprehensive educational program for at-risk infants in a home- and center-based setting. The children and their parents attend weekly one-hour group sessions, and the staff provide individual therapy and training as needed. An interdisciplinary team structures a transdisciplinary, individually prescribed intervention program to facilitate the cognitive, language, motor and social-emotional development of the children. The project provides case management for each child and family. Project staff and support personnel function as consultants in addition to providing direct services to families.

Measures of Child Progress:
The project staff use the Bayley Scales of Infant Development, the Infant Motor Assessment, the HELP Activity Guide, the Sequenced Inventory of Communication Development, and parental observation to assess child progress.

Program for Parents
The project emphasizes the role of parents as primary caregivers and conducts parental needs assessments to set up learning goals. Educational services include parent/staff conferences, support groups and training workshops. Parents also participate in classroom observation and teaching, fund-raising activities and on an Advisory Board.

Features and Products:
Providence Project is a collaboration of Providence Hospital, the Everett School District and various professionals and community agencies to provide both a comprehensive infant/perinatal at-risk screening model and appropriate medical, educational and psychological evaluations of at-risk infants. An early identification program is a major feature of the program. The project also seeks to develop innovative teaching techniques and adaptive technology to meet required special needs and to provide training to students and interested professionals relating to selected components of the project. The interdisciplinary approach insures the most appropriate and cost-effective service to the children and families served.

UMBRELLA FOR FAMILIES
A COOPERATIVE RURAL MODEL FOR EARLY CHILDHOOD SERVICES

Address: P.O. Box 1057
Moses Lake, WA 98837

Phone: 509/762-5506 x 403
Year of Funding: 1

Fiscal Agency: Grant County Developmentally Disabled
Early Childhood Services Organization

Project Staff: Karen La Grave Small, Director
speech therapist (50%), physical therapist or occupational therapist (50%), physician (part-time), psycho-social worker (50%)

Characteristics of Target Population:
The project serves 25 children aged birth to 5 years representing all handicaps except emotionally disturbed and learning disabled, in a sparsely populated rural area of central Washington.

Program for Children:
The program for children consists of individual intervention programs, both home- and center-based, and the gradual development of group intervention services. The services are individualized with three options for participation during year one: a home-based program (minimum one-hour session, biweekly); 1 to 8 one-hour visits to the center for individual treatment per month; participation in weekly, two-hour, parent-infant group sessions supervised by an interdisciplinary staff team.

Program for Parents:
Parents have several options for involvement, including notebooks, home visits, observation, participation in treatment, conferences, family therapy, parent meetings, parent task forces, project evaluation and extended family participation.

Features and Products:
The major feature of this project will be a team of professionals who can provide a continuation of services for young handicapped children in this rural area. Another feature will be the development of individual notebooks containing all of the relevant information required for initial and future evaluations. Products will include a brochure on the project and videotapes of visiting medical specialists.

NORTHWEST CENTER INFANT/TODDLER DEVELOPMENT PROGRAM

Address: 1600 West Armory Way
Seattle, WA 98119

Phone: 206/285-9140
Year of Funding: 2

Fiscal Agency: Northwest Center for Refarded

Project Staff: James McClura, Executive Director; Linda L. Gil, Project Director

Characteristics of Target Population:
The program serves 24 handicapped children and 24 normally developing children from birth to 36 months. The handicapped population includes developmentally delayed children with mild to severe handicapping conditions.

Program for Children:
The project is both home-based and center-based. The in-center, full-day program features developmentally integrated groupings of handicapped and normally developing children, eight children in each group. To provide balanced programming, the children participate in activities with their age-appropriate peer group. Activities are offered within a cognitively oriented framework with direction toward specific skill development. Other program features include individualized development plans for both normally developing and handicapped children and opportunities to balance normal and atypical growth and development. Experienced special education teachers share in team teaching with early childhood teachers; therapists work within the classroom.

Measures of Child Progress:
The project staff initially evaluate children using the Bayley scales and at least two other assessment tools from the following: Koontz Child Development Program, Portage Guide, Developmental Programming for Infants and Young Children, Early LAP, Hawaii Early Learning Profile, or WABASH. The staff use the Washington Social Code Assessment Tool, Uzgiris-Hunt, Test for Gross Motor and Reflex Development, Sequenced Inventory of Communication Development, and other selected tools to measure ongoing development.

Program for Parents:
The home specialist makes initial contact in the home and assesses parent and child needs. From an evaluation of the individual needs of parent and child, the staff determine whether the center-based, home-based or a combination of both is most appropriate. Parents are involved in monthly evening parent meetings, classroom activities and parenting skills development sessions. A full-time home specialist provides services in the home-bound program and a half-time home specialist focuses on in-center parents' needs and programs. Individualized programs are provided for developmentally disabled parents.

Features and Products:
Each staff member has a staff development plan which the project director monitors. Quarterly in-service is directed toward topics of special interest. Handicapped adults receive training in a Child Care Aide Training Curriculum to work as classroom aides, assisting teaching teams. In conjunction with other agencies, the project offers single-parent counseling groups at the center. Cooperative contracts with major colleges and universities provide a practicum site for teacher, nursing and nutrition interns and volunteers. The project also offers a parent lending bank for clothes, equipment and educational items. Handicapped and non-handicapped children are completely integrated in a full-day setting; therapies are delivered twice weekly in the integrated classroom, in small "family units" (4 handicapped, 4 non-handicapped), and peer groupings.

SUPPORTING EXTENDED FAMILY MEMBERS
AN ECOLOGICAL PROGRAM FOR FAMILIES OF HANDICAPPED CHILDREN (SEFAM)

Address: University of Washington
Experimental Education Unit
WJ-10
Seattle, WA 98195

Phone: 206/543-4011
Year of Funding: I

Fiscal Agency: University of Washington

Project Staff:
Rebecca R. Fewell, Director; Donald Meyer, Coordinator
family trainer, materials specialist

Characteristics of Target Population:
The project serves 30 families of handicapped children aged birth to 5 years. The children are mentally retarded, hearing impaired, visually handicapped, orthopedically impaired or multi-handicapped, with the majority of children enrolled in direct service programs offered by other agencies. During the first year the primary emphasis is on the father/child dyad with a continued emphasis on this bond during the entire three year program. In the second year, siblings of the handicapped child will be included; and in the third, extended family members (grandparents, other relatives, babysitters, etc.) will be targeted as recipients of the program.

Program for Children:
SEFAM provides biweekly Saturday morning sessions and individual evening conferences. Fathers and their handicapped children participate during the project's first year, siblings and extended family members (grandparents, other relatives, babysitters, etc) are added in the second and third years. Children are referred to appropriate services through the Single Portal Intake Project at the Experimental Education Unit which will also assist in identifying participants. Other HCEEP projects in Seattle will act as additional resources. Because most children are enrolled in other programs, interagency agreements will be developed to insure cooperative efforts.

Measures of Child Progress:
The program uses a management by objectives approach, based on Tyler's Objective Attainment Framework. Within the context of this system, changes will be measured through the Parent Behavior Progression Scales, Categories of Adaptive and Maladaptive Parenting Behaviors, Assessment of Fathering Behaviors, The Teaching Scales, The HOME Scale and the systematic analysis of dyadic interaction as recorded over the project's duration on videotape. In cases where children are not enrolled in direct service programs, measurement of child progress will be monitored through traditional measures.

Program for Parents:
The project focuses primarily on the father/child dyad with extension to siblings and other family members. The major emphasis is on helping family members become better caregivers, educators, and advocates.

Features and Products:
The project will develop a curriculum for training fathers, siblings and extended family members to increase their skills in coping, interacting and educating their child with special needs and in fostering a nurturing environment.

CHILDREN WITH HANDICAPS IN ACCOUNTABLE RURAL TEACHING (CHART)

Address: 311 Oglebay Hall
West Virginia University
Morgantown, WV 26506

Phone: 304/293-3303
Year of Funding: 3

Fiscal Agency: West Virginia University

Project Staff: John D. Cone, Director; Marilyn R. Frank, Coordinator teacher, classroom assistant

Characteristics of Target Population:
The project serves six to eight moderately to profoundly multihandicapped children aged 3 to 6 years from rural Preston County.

Program for Children:
This combined center- and home-based program originating in the public school system fills a gap in the continuum of services from birth to adulthood. The program is fully integrated with existing early childhood education classes. The West Virginia System curriculum is a diagnostic-prescriptive, behavioral program containing 5,200 precisely worded objectives and an equal number of direct instructional teaching plans.

Measures of Child Progress:
To determine program eligibility, community mental health center and/or school district personnel administer formal, norm-referenced instruments. CHART conducts summative educational evaluations prior to program entry and at nine-month intervals thereafter using the criterion-referenced West Virginia Assessment and Tracking System, which is correlated with the curriculum and cross-referenced to numerous other measures (e.g., LAP, EMI, Brigance, Camelot, Behavioral Checklist Profile). The project completes formative assessment daily using the autographing Universal Data Sheet.

Program for Parents:
CHART offers a three-level parent/family involvement program. Parents can participate in group meetings, home enrichment and classroom volunteer programs, and formal parent training in using the model curriculum at home.

Features and Products:
The project has adapted the West Virginia System, a diagnostic-prescriptive behavioral curriculum, and the West Virginia Assessment and Tracking System, a criterion-referenced assessment instrument correlated with the curriculum.

THE DEVELOPMENT OF ACTIVE DECISION MAKING BY PARENTS

Address: Specialized Education Services
545 West Dayton Street
Madison, WI 53702

Phone: 608/266-6152
608/263-5824
Year of Funding: 1

Fiscal Agency: Madison Metropolitan School District

Project Staff: Lisbeth Vincent and Jon Miller, Co-Directors
curriculum product specialists

Characteristics of Target Population:
The project serves parents of children aged birth to 6 years presently enrolled in the Early Childhood Special Education Program of the Madison Metropolitan School District.

Program for Children:
The Madison Metropolitan School District operates a zero-exclusion program serving all handicapped children in regular public school buildings where normal peer models are included in early childhood classrooms. The School District staff includes early childhood special education teachers, speech and language clinicians, physical and occupational therapists, audiologists, mobility specialists, social workers and school psychologists.

Measures of Child Progress:
The project staff measures child growth in twice-yearly assessments with standardized developmental tests and with quarterly criterion-referenced teacher-developed tests. IEP follow-along and systematic follow-up studies are conducted on all program graduates.

Program for Parents:
Parents are offered a menu of services from which they and staff can choose options that best fit the family and the child's needs. These include home visits, school visits and parent workshops. The project works with parents, teaching them to participate in the IEP process and planning for the child's out of school activities.

Features and Products:
The program's purpose is to provide products for distribution through the Madison Metropolitan School District. The aims of the program's products are ongoing data collection by parents, utilization of non-school environments and written IEP goals developed by parents for out-of-school activities. The project proposes to develop a procedural manual for involving parents in planning for the transition of their child from an early childhood program into a traditional school program.

PROJECT FIRST CHANCE INTERACTIVE OUTREACH PROGRAM

Address: Department of Special Ed.
College of Education
University of Arizona
Tuscon, AZ 85721

Phone: 602/626-3248
Year of Outreach Funding: 3

Fiscal Agency: University of Arizona

Project Staff: Jeanne McRae McCarthy, Director; Sharon R. Vaughn, Assistant Director; Genevieve Gallardo, Coordinator; coordinator of personnel development, secretary

Source of Continuation Funding for Service Delivery Program:
P. L. 94-142 funds to Local Education Agency (Sunnyside School District #12).

Description of Demonstration Model:
Project First Chance is a center-based program serving mildly, moderately and severely handicapped children across all categories of handicapping conditions except hearing impaired. The project combines an applied behavior analysis approach to instruction and classroom management with a cognitive approach to communication and preacademics and a strong developmental approach to children's learning. The model was developed in a self-contained setting and emphasizes individual programming, including a systematic data monitoring system. The major components can be used effectively in a home-based program or in an integrated setting. The model has been modified for use in Headstart programs and daycare programs.

Major Outreach Goals:
- To stimulate the development or improvement of comprehensive educational services to preschool handicapped children and their families in the State of Arizona, strengthening and extending the services provided by the State Education Agency through the State Implementation Grant and the Preschool Incentive Grant.
- To continue to stimulate the development or improvement of comprehensive educational services to preschool handicapped children and their families in the Southwest region and the nation, with emphasis on current replication sites and their efforts to develop second generation sites.
- To further develop the Interactive Outreach Model for dissemination and replication of the components of Project First Chance, a cognitive-behavioral-developmental approach to the education of young handicapped children, developed over the past five years of HCEEP funding.

Major Outreach Services:
The project provides training and technical assistance to newly funded model VI-B Discretionary Programs and Preschool Incentive Programs.

Features and Products:
The ABACUS curriculum, assessment tool, language program, and data monitoring system reflect the Hispanic, Native American and Anglo traditions of the Southwest. The usefulness of the model with Native American Headstart programs is impressive.

One hundred fifty sites are known to be using components of the demonstration model.

UCLA INTERVENTION PROGRAM

Address: 1000 Veteran Avenue
Room 23-10
Los Angeles, CA 90024

Phone: 213/825-4821
Year of Outreach Funding: 1

Fiscal Agency: University of California at Los Angeles

Project Staff: Judy Howard, Director; Eleanor M. Baxter, Coordinator

Source of Continuation Funding for Service Delivery Program:
California Regional Centers, Parent Fund Raising, Private Insurance

Description of Demonstration Model:
Thirty children, aged birth to 3 years, with a variety of handicapping conditions, and a few non-handicapped children, are served in a primarily center-based program with a home component. All children are viewed in the context of normal development, with the same basic needs and some unique, individual ones. Play is valued as a learning process, and specific interventions are incorporated into individualized play programs. Parent-child relationships are also a major focus, and parents are involved in several ways. The Gesell Scale is used every 6 months to measure child change. Non-standardized measures include videotaped observations of the child/parent interactions and of the child at play; the Parent Behavior Progression is also used.

Major Outreach Goals:
The project provides training through: on-site demonstration for professionals, a series of workshops for professionals and family day care providers, intensive student training, and consultations arranged through SIG and SERN coordinators.

Features and Products:
The project emphasizes interdisciplinary coordination and training, services to parents, and integration of handicapped and non-handicapped children.

Ten sites are known to be using components of the demonstration model.

PROJECT MORE
MAINSTREAMED OUTREACH AND RESOURCES FOR EDUCATION

Address: Family Service Agency of San Francisco
Developmental Services Department
3045 Santiago Street
San Francisco, CA 94116

Phone: 415/661-7274
Year of Outreach Funding: 2

Fiscal Agency: Family Service Agency of San Francisco

Project Staff: Judith Lewis, Director; Anna Irvine, Coordinator
training director, two training specialists, outreach specialist

Source of Continuation Funding for Service Delivery Program:
San Francisco Unified School District (LEA), Golden Gate Regional Center (State Department of Developmental Services), State Office of Child Development, United Way and private foundation.

Description of Demonstration Model:
The educational and therapeutic day care model is based on components of mainstreaming of handicapped children aged birth to 4.9 years, center teaching, parent participation and specialist consultant services. The Bayley Scales of Development, Memphis Developmental Scale, Hawaii Early Learning Profile and Activity Guide are used for assessments and IEP's are planned every 6 months.

Major Outreach Goals:
- To increase the availability of high-quality educational programs for young handicapped children.
- To provide training and technical assistance to personnel from two or more replication sites.
- To provide program development assistance to 10 or more programs seeking to develop or improve services in a mainstreamed setting through adoption of one or more model components.

Major Outreach Services:
The MORE Project offers a 13-week training program with on-site classroom consultation; awareness activities that include two conferences, monthly workshops, and dissemination of published materials; technical assistance across 9 component areas to potential replicators; use of a demonstration mainstreamed day care program as a state training site; and participation in state and community advocacy efforts.

Features and Products:
Outreach efforts are focused on helping day care and early education programs to mainstream. A set of 13 training manuals are available and include a multi-cultural and multi-lingual focus. A special effort is made to reach multi-cultural and multi-lingual staff and children. College credit is available for the training program.

Five sites are known to be using components of the demonstration model.

PROJECT UPSTART

Address: 2800 13th Street, N.W.
Washington, DC 20009

Phone: 202/232-2342
Year of Outreach Funding: 2

Fiscal Agency: Washington, D.C. Society for Crippled Children

Project Staff: D. Lee Walshe, Director; Larry Szuch, Coordinator
occupational therapist, special educational specialist, speech pathologist

Source of Continuation Funding for Service Delivery Program:
Washington, D.C. Society for Crippled Children.

Description of Demonstration Model:
Based on the rationale that improvement of neuro-sensorimotor function will contribute to educational progress, Project UPSTART weaves techniques of neuro-developmental therapy and sensory integration into the educational program. Two classrooms operate four days per week for two 2½-hour intervention periods and provide training in all curriculum areas. The project developed a plan for activities along a neuro-sensorimotor sequence and uses the program to develop individualized plans for each child. The gross and fine motor program is integrated into the classroom structure and consists of individual handling, positioning, preambulation and control of the sensory environment through therapeutic intervention. The project measures child progress with the GMRD, REEL, Cattell, Vineland and Early LAP.

Major Outreach Goals:
- To expand services to rural southern Maryland and southeast Washington, D.C.

Major Outreach Services:
The project provides two classrooms in southeast Washington, D.C. Project activities in Maryland include consultation to an infant education program for St. Mary's County, classrooms in Calvert and Charles Counties, and help with language programs in Prince George's County.

Features and Products:
Project UPSTART developed the Parent Help Wanted and Help Received questionnaires. The Sequence Neuro-Sensorimotor Program, a method of service delivery which prepares the handicapped child for learning, is available.

Four sites are known to be using components of the demonstration model.

RUTLAND CENTER DEVELOPMENTAL THERAPY MODEL OUTREACH PROJECT

Address: 125 Minor Street
Athens, GA 30606

Phone: 404/542-6076
Year of Outreach Funding: 8

Fiscal Agency: University of Georgia

Project Staff: Karen R. Davis, Director
training associates

Source of Continuation Funding for Service Delivery Program:
State Department of Education

Description of Demonstration Model:
Developmental Therapy is a psychoeducational curriculum for teaching young children with severe emotional and behavioral disorders. The approach has particular pertinence to children aged 2 to 8 years and is applicable to children of varying ethnic and socioeconomic groups. The basic curriculum areas are behavior, communication, socialization and preacademics. Within each of these areas, a series of developmental objectives are sequenced into stages of therapy. The project uses these objectives as a measure of child progress.

Major Outreach Goals:
- To stimulate increased, specialized, high-quality services to seriously emotionally disturbed and other handicapped children aged 2 to 8 years and their parents and teachers.
- To offer technical assistance to selected target audiences and individuals to facilitate the use of the Rutland Center Developmental Therapy Model.

Major Outreach Services:
The project assists in program planning and design, staff development (including identification and referral process), intake and diagnostics, developmental therapy curriculum, school liaison, parent services and staff evaluation. In addition, the project disseminates information and assists in establishing an effective evaluation system.

Features and Products:
Materials available include textbooks, films, videotapes and brochures.

Forty sites are known to be using components of the demonstration model.

JDRP-APPROVED AS OF JANUARY 1, 1982

RETRIEVAL AND ACCELERATION OF PROMISING YOUNG HANDICAPPED AND TALENTED (RAPYHT)

Address: Colonel Wolfe School
403 East Healey
Champaign, IL 61820

Phone: 217/333-4891
Year of Outreach Funding: 4

Fiscal Agency: University of Illinois

Project Staff: Merle B. Karnes, Director; Elayne Tintilli, Coordinator outreach specialist, evaluator

Source of Continuation Funding for Service Delivery Program:
Joint Agreement between Rural Champaign County Educational Cooperative and University of Illinois.

Description of Demonstration Model:
The RAPYHT model, a complete approach to identifying and programming for individual gifted/talented handicapped children aged 3 to 6 years, has been demonstrated as effective in a variety of preschool special education settings. Direct services are provided to teachers who assess and improve individual talent area capabilities, and the program also offers information and materials to the families of those children identified as gifted/talented. Pre and posttest data, obtained on all children, offer additional areas of emphasis for programming.

Major Outreach Goals:
- To train site personnel to screen, identify, assess and provide appropriate educational services for gifted/talented handicapped preschool children.
- To facilitate awareness and disseminate materials in order to provide improved services for gifted/talented handicapped preschoolers.

Major Outreach Services:
The project provides: regular visits to the site by outreach specialists; in-service training workshops at the site; and printed materials needed to implement the model.

Features and Products:
Results from previous research supports the contention that RAPYHT programming promotes growth in the following areas: creative thinking, social functioning and motivation to achieve. Materials available from the project are: Preschool Talent Checklist, Nurturing Talent in Early Childhood Series (in 8 talent areas).

Eleven sites are known to be using components of the demonstration model.

MACOMB 0-3 REGIONAL PROJECT: A RURAL CHILD/PARENT SERVICE

Address: 27 Horrabin Hall
Western Illinois University
Macomb, IL 61455

Phone: 309/298-1634
Year of Outreach Funding: 4

Fiscal Agency: Western Illinois University

Project Staff: Patricia L. Hutinger, Director; Bonnie Smith-Dickson, Coordinator training coordinator, evaluator consultant

Source of Continuation Funding for Service Delivery Program:
State of Illinois Department of Mental Health/Developmental Disabilities (McDonough County Rehabilitation Center and Fulton County Community Workshop and Training Center, Inc.)

Description of Demonstration Model:
The project provides a home-based remediation/education service to handicapped children aged birth to 3 years and their families. This rural infant service delivery model provides home visits and sharing centers which incorporate child activities, parent/study topics and water activities. Parents are involved in all components. The model project demonstrates significant child gain based on Core Curriculum activities.

Major Outreach Goals:
- To increase high quality specialized services in rural areas to handicapped and high-risk children aged birth to 3 years and their parents.
- To develop an effective Outreach model for rural communities.

Major Outreach Services:
Services include awareness-building activities; stimulation of replication sites; training of other providers; consultation; national, state and local involvement and coordination; product development, refinement and revision; and Rural Consortium activities.

Features and Products:
Parents are involved in all activities of this home-based rural program. The Sharing Center, a unique component of the program, is a popular and effective means of bringing parents and children together to engage in learning activities. The project has developed four books and 31 "Baby Buggy" papers for sale, and a series of videotapes and slide-tapes are available for rent.

Fifteen sites are known to be using components of the demonstration model.

JDRP-APPROVED AS OF JANUARY 1, 1982

PEORIA 0-3 OUTREACH PROJECT

Address: 320 East Armstrong Avenue
Peoria, IL 61603

Phone: 309/672-6358
Year of Outreach Funding: 7

Fiscal Agency: United Cerebral Palsy of Northwestern Illinois
Peoria Association for Retarded Citizens

Project Staff: Kriss Montgomery, Director
developmental therapist, speech/language pathologist, child development specialist, evaluator/materials coordinator, secretary

Source of Continuation Funding for Service Delivery Program:
Department of Mental Health and Developmental Disabilities, United Fund, contributions and service fees.

Description of Demonstration Model:
The project is based on a developmental task analysis approach to prescriptive teaching delivered primarily in the home by parents. The program serves mildly to severely developmentally delayed children aged birth to 3 years and their families. The service program's components include: awareness and identification of young handicapped children; comprehensive diagnostic and evaluation services; IPP planning and home-based programming using the Functional Profile to assess child progress; center-based programming; occupational, physical and speech/language therapy; and parent education and support.

Major Outreach Goals:
- To improve the quality of intervention services to developmentally delayed children aged birth to 3 years and their families.
- To provide on-site technical assistance, training and supplemental materials for agencies initiating or expanding services based on the Peoria 0-3 Model.
- To demonstrate a comprehensive system of services which could be adapted to both rural and urban settings.
- To develop materials for dissemination, increase awareness and facilitate development of programs for unserved and underserved handicapped infants/toddlers and their families.

Major Outreach Services:
The project provides technical assistance and training to replicating programs with The Peoria 0-3 Replication Rating Scale. Awareness, introductory and topical workshops are held each year at the local, state, regional and national levels. In addition, the project disseminates thousands of project materials each year.

Features and Products:
These materials are available: slide-tape presentations (on both normal and abnormal motor development); a videotape on alternate communication; a program manual; handouts on parent education, motor and speech/language development; the Functional Profile (child progress assessment instrument birth to 6); and others.

One hundred twenty-seven sites are known to be using components of the demonstration model.

JDRP-APPROVED AS OF JANUARY 1, 1982

PROJECT RHISE

Address: 650 North Main Street
Rockford, IL 61103

Phone: 815/965-6766
Year of Outreach Funding: 5

Fiscal Agency: Children's Development Center

Project Staff: Steven Lynn Smith, Director
training consultants, secretary

Source of Continuation Funding for Service Delivery Program:
Illinois Department of Mental Health, United Way, fees, gifts and contributions

Description of Demonstration Model:
The program serves handicapped infants aged birth to 3 years in both home- and center-based sites using the Consultancy Model, a transdisciplinary approach. The program emphasizes parent training and support through the parent-to-parent approach. A strong organizational framework and community relations activities round out the comprehensive program. Clinical consultants measure child progress through formal, standardized assessments, while the parent-infant educator uses educational assessments.

Major Outreach Goals:
- To develop comprehensive, high quality programs for handicapped infants.
- To provide long-term training and topical workshops.
- To disseminate project materials and to increase both public awareness of early intervention and participation in state level activities including the state consortium.

Major Outreach Services:
Technical assistance offered by the project includes program needs assessments, long-term training for model replication, short-term training, workshops on specific topics, on-site consultation, observation and training at Children's Development Center demonstration site, product dissemination and information services.

Features and Products:
The Consultancy Model is being replicated in both rural and urban settings. Available materials include a Curriculum Syllabus, Rockford Infant Developmental Evaluations Scales (RIDES), parent needs assessment, parent learning packages, parent-develped filmstrip, child-find workshop proceedings monograph, child development chart, bibliographies and program description articles.

Twenty-four sites are known to be using components of the demonstration model.

PRECISE EARLY EDUCATION FOR CHILDREN WITH HANDICAPS (PEECH PROJECT)

Address: University of Illinois
Colonel Wolfe School
403 East Healey
Urbana, IL 61820

Phone: 217/333-4894
Year of Outreach Funding: 8

Fiscal Agency: Institute of Child Behavior and Development

Project Staff: Merle B. Karnes, Director; Anna Marie Kokotovic, Coordinator replication specialists, evaluator

Source of Continuation Funding for Service Delivery Program:
Grant agreement between Rural Champaign County Education Cooperative and the University of Illinois

Description of Demonstration Model:
PEECH is a center-based program serving handicapped children aged 3 to 5 years and their families. Although the primary population is the mildly to moderately handicapped, procedures have been adapted for lower functioning, sensory impaired children. The project obtains pre and posttest data on all children. Teachers assess each child's abilities, set individualized goals and objectives and continually evaluate child progress.

Major Outreach Goals:
- To train site personnel in procedures for developing, implementing and demonstrating a model early education program for preschool handicapped children.
- To prepare and disseminate materials to assist early childhood personnel in the education of handicapped children.

Major Outreach Services:
In addition to intensive training provided to each year's replication sites, PEECH annually conducts an average of 45 components workshops and 15 awareness workshops on topics relevant to early childhood special education. The project mails materials to over 8,000 interested professionals throughout the U. S. People from every state and several foreign countries visit the demonstration site each year.

Features and Products:
Available from the project are manuals on classroom planning and programming, manuals on family involvement and handouts describing components of the early childhood special education program.

Forty-two sites are known to be using components of the demonstration model.

JDRP-APPROVED AS OF JANUARY 1, 1982

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN (PEEEC)

Address: West Kentucky Educational Cooperative
Special Education Building
Murray State University
Murray, KY 42071

Phone: 502/762-6965
Year of Outreach Funding: 2

Fiscal Agency: West Kentucky Educational Cooperative

Project Staff: Melba Casey, Co-Director
instructional resource coordinator, parent involvement coordinator

Source of Continuation Funding for Service Delivery Program:
Murray Independent and Calloway County Schools, Caldwell County Schools

Description of Demonstration Model:
PEEEC offers Home-School Instruction (home-based) services or Developmental Learning Center (classroom) services to multihandicapped and some high-risk children aged 3 to 8 years. The project uses diagnostic-prescriptive methods of intervention and provides annual preschool screening for 2½- to 5½-year-old children in the community. Individualized parent services are based on a needs assessment.

Major Outreach Goals:
- To develop and implement an effective outreach model.
- To provide awareness activities to increase services.
- To develop and distribute products to enhance quality of services.
- To provide training and technical assistance to early childhood providers in order to insure comprehensive educational planning and to stimulate high quality programs in western Kentucky and other designated sites.
- To stimulate state involvement in the support and provision of programs.

Major Outreach Services:
The project disseminates products and information and provides training and technical assistance to interested sites.

Features and Products:
The project is represented on the Kentucky State Advisory Committee for Handicapped Services in Head Start. Project staff are working with the Bureau of Education for Exceptional Children and the Kentucky Department of Education to stimulate statewide involvement and interagency coordination.

WASHINGTON COUNTY CHILDREN'S PROGRAM OUTREACH PROJECT

Address: P. O. Box 311
Machias, ME 04654

Phone: 207/255-3426
Year of Outreach Funding: 2

Fiscal Agency: Child and Youth Board of Washington County

Project Staff: Jane Weil, Director
training coordinator, product development coordinator, secretary, part-time bookkeeper

Source of Continuation Funding for Service Delivery Program:
Title XX, contracts, Bureau of Mental Health, local funds, Department of Education

Description of Demonstration Model:
This home-based model stresses placement of children in normal group settings (Head Start, family day care, nursery schools) and helps to form play groups and mother groups when such settings do not exist. The program has an increasing emphasis on infants and toddlers.

Major Outreach Goals:
- To increase services and their quality through training.
- To affect policy, legislation and funding decisions at the state level.
- To develop and disseminate printed and audio materials.

Major Outreach Services:
The project gives training to at least five agencies and will provide NCAST training in northeastern Maine in 1981-1982.

Features and Products:
Materials available include: Helping Parents Grow, a booklet developed as a companion to Helping Children Grow; a set of materials on developing and working with mothers' groups, Helping Parent Groups; a set of audio tapes of interviews with three parents of handicapped children; revised speech/language and prenatal questionnaires; a sample Administrative Policies and Procedures Manual and a revised program evaluation tool. During 1981-82, we will develop a booklet, Helping Families Grow; public service announcements; and training materials for use by rural family day care centers.

Two sites are known to be using components of the demonstration model.

BEAM OUTREACH PROJECT

Address: Howe Building Annex
363 Boston Road
Billerica, MA 01821

Phone: 617/667-3686
Year of Outreach Funding: 1

Fiscal Agency: Billerica School Department

Project Staff: Jean F. Coppinger, Director
family/child specialists, secretary

Source of Continuation Funding for Service Delivery Program:
Billerica School Department

Description of Demonstration Model:
BEAM features a home/toddler group program for handicapped infants and toddlers aged birth to 3 years and a parent center with lending library for daily informal parent meetings. Structured parent-training sessions are available weekly.

Major Outreach Goals:
- To promote awareness of the importance of early intervention.
- To train caregivers of young handicapped children.
- To stimulate the development of quality programs for very young children.
- To promote inter-agency cooperation in providing high quality services for handicapped children and their families.

Major Outreach Services:
The project offers workshops in screening and assessment, language stimulation, techniques of theraplay, establishing and implementing a home visiting program, the holistic approach to early education, internships/practicums for college and nursing students and several products to be revised and/or produced.

Features and Products:
Features include an annual Christmas parade as a community effort to assist in raising awareness of the need for early intervention, a BEAM procedural handbook outlining the child's program from referral to dismissal, and a booklet describing BEAM design.

Fourteen sites are known to be using components of the demonstration model.

EARLY RECOGNITION INTERVENTION NETWORK OUTREACH PROGRAM (ERIN)

Address: 376 Bridge Street
Dedham, MA 02026

Phone: 617/329-5529
Year of Outreach Funding: 4

Fiscal Agency: Early Recognition Intervention Network, Inc.

Project Staff: Marian L. Hainsworth, Director
administrative assistant, secretary

Source of Continuation Funding for Service Delivery Program:
Local public schools

Description of Demonstration Model:
The ERIN system features special and regular education settings. The specialized combination preschool/home programs serve children aged 2 to 7 years with moderate to severe special needs and their parents. The regular early childhood and primary K-1 program serves mildly to moderately handicapped children who are integrated with nonhandicapped children.

Major Outreach Goals:
- To increase the number of children served and to improve the quality of programs using the ERIN model.
- To assist 20 outreach sites in seven states to develop quality demonstrations of the ERIN model.
- To provide services through these sites to other groups in their states.
- To disseminate ERIN print and audiovisual material.
- To provide summer training programs.

Major Outreach Services:
ERIN conducts three ten-day Leadership Training Institutes for trainers, coordinators and teachers at ERIN or at on-site regional locations. The project provides additional training and support to trainers and implementers via special topic central workshops. The project makes three to six on-site visits to each replication program. ERIN is developing self-study training print and audio-visual materials and is disseminating awareness material.

Features and Products:
Project-developed materials include: Preschool Screening Systems, a child test and parent questionnaire; Developmental Inventory of Learned Skills, criterion-referenced checklists for children aged birth to 8 years; Implementing the ERIN Program, a teacher/coordinator kit (modules on environment, evaluation/screening, planning and teaching, with support slide-tapes and materials); Resource Books on teaching language, visual, perceptual, motor and body awareness and control, and participation; and First Steps Guidebook I, for increasing participation skills. A complete list is available from ERIN.

Forty sites are known to be using components of the demonstration model.

JDRP-APPROVED AS OF JANUARY 1, 1982

PROJECT OPTIMUS/OUTREACH

Address: 77 Parkingway
Quincy, MA 02169

Phone: 617/471-0350
617/773-2479

Year of Outreach Funding: 4

Fiscal Agency: South Shore Mental Health Center

Project Staff: Geneva Woodruff, Director
therapeutic coordinator, parent coordinator, educational coordinator, administrative assistant, speech therapy and educational consultants

Source of Continuation Funding for Service Delivery Program:
Third-party payments, Title XX funds, 89-313 contract, state mental retardation contract, donations

Description of Demonstration Model:
The demonstration component is a center- and home-based program for handicapped children aged birth to 3 years and their families. It employs a modified transdisciplinary approach, using a primary provider for direct services and a team to assess, plan and evaluate. Staff measure child progress every three months using developmental assessment and observation.

Major Outreach Goals:
- To train program administrators and personnel serving developmentally delayed children aged birth to 5 years and their families in the transdisciplinary model.
- To provide quality services to handicapped children, particularly those with moderate to severe disabilities.

Major Outreach Services:
Workshops, replication services, technical assistance and materials development constitute the major portion of the project's training efforts.

Features and Products:
Materials developed by the project include: The Parent Involvement Manual, slide-tapes on the transdisciplinary service delivery model, slide-tapes on parental involvement in the transdisciplinary team.

Twenty-one sites are known to be using components of the demonstration model.

HIGH/SCOPE FIRST CHANCE OUTREACH PROJECT

Address: 600 North River Street
Ypsilanti, MI 48197

Phone: 313/485-2000
Year of Outreach Funding: 5

Fiscal Agency: High/Scope Educational Research Foundation

Project Staff: Clay Shouse, Director; Bettye McDonald, Coordinator
education consultants

Source of Continuation Funding for Service Delivery Program:
High/Scope Educational Research Foundation

Description of Demonstration Model:
The project is located in an integrated classroom where the Cognitively Oriented Preschool Curriculum has been shown to have a positive impact on nonhandicapped and handicapped children. The curriculum, based on Piaget's child development theory, presents a framework for supporting total development of the child.

Major Outreach Goals:
- To provide quality services to young handicapped and nonhandicapped children.
- To disseminate program information.
- To select and provide technical assistance and training to five replication sites.
- To certify selected replication site staff who will provide dissemination activities in their local areas.

Major Outreach Services:
The project conducts needs assessments, training visits and services, on-site consultations, demonstration classrooms, teacher and trainer institutes, project evaluations, and monitoring assistance to replication sites and to projects interested in replication. The project also disseminates the High/Scope curriculum and provides awareness information through introductory workshops, mail and telephone contacts.

Features and Products:
The High/Scope curriculum is documented in Young Children in Action: A Manual for Preschool Educators. Many audiovisual materials are available to support training in this curriculum model. Pre and posttesting with the McCarthy Scales indicate that the children, as a group, advanced 2.02 months in mental age for each month in the program.

Sixty-one sites are known to be using components of the demonstration model.

JDRP-APPROVED AS OF JANUARY 1, 1982

EARLY EDUCATION CENTER OUTREACH PROJECT

Address: P.O. Box 10356
Westland Station
Jackson, MS 39209

Phone: 601/353-1664
Year of Outreach Funding: 3

Fiscal Agency: Early Education Center, Christian Educational Services, Inc.

Project Staff: Susan Hart-Hester, Director
two outreach trainers, secretary/bookkeeper

Source of Continuation Funding for Service Delivery Program:
State Department of Public Welfare, State Department of Mental Health, Developmental Disabilities, state appropriations and community donations.

Description of Demonstration Model:
The model program provides developmental training for handicapped children aged birth to 5 years. A multidisciplinary team designs programs to meet each child's individual needs. Staff use the "clipboard system" to record child progress. This system provides performance data in the areas of gross and fine motor, social, language, self-help, cognitive and behavioral skills.

Major Outreach Goals:
- To stimulate replication and adaptation of the model.
- To provide technical assistance and training.
- To conduct workshops and seminars for professionals and paraprofessionals serving young handicapped children.
- To disseminate information and materials to increase public awareness.

Major Outreach Services:
The project has provided training to 35 agencies and groups and has sponsored or participated in five major workshops statewide. It has also contributed to developing and updating the MESH Resource Directory, now in its second printing.

Features and Products:
The project has developed the following modules: programming for individual needs, the EEC Clipboard System, augmentative communication, therapeutic feeding, children's developmental disabilities, programming from assessment instruments and the EEC Model. The following materials are available: Outreach Training Modules (pre/posttests, curriculum, handouts, overheads, videotapes and slide presentations); MESH Resource Directory (a comprehensive listing of agencies serving young handicapped children in Mississippi); Feeding/Language Assessment (a checklist of feeding patterns and prelanguage skills).

Six sites are known to be using components of the demonstration model.

PROJECT RUN/OUTREACH

Address: P.O. Box 967
Oxford, MS 38655

Phone: 601/234-1476
Year of Outreach Funding: 3

Fiscal Agency: North Mississippi Retardation Center

Project Staff: Lisa Romine, Director
program development specialist, secretary, part-time associate psychologist and physical therapist

Source of Continuation Funding for Service Delivery Program:
North Mississippi Retardation Center.

Description of Demonstration Model:
Project RUN offers a diagnostic/therapeutic program for children who are functioning at a preschool developmental age and who are severely/profoundly multiply handicapped. The Project RUN Assessment/Curriculum is used for each child's treatment program. The system includes four areas of infant development (auditory discrimination, visual/fine motor, communication and gross motor) within the birth to 48 month age range. The program employs behavior modification principles of reinforcement and prompting cues for eliciting desired responses, and one-to-one programming is utilized for program implementation. A special education teacher (who also serves as the child's case manager), a teacher aid and a physical therapy aide carry out the treatment program. Other center interdisciplinary staff are also involved in formulating and implementing the program. The ultimate goal of the program is to prevent institutionalization or to facilitate deinstitutionalization of young severely/profoundly multiply handicapped children.

Major Outreach Goals:
- To stimulate high quality service programs for preschool handicapped children and their families through an effective outreach/demonstration model.
- To effect increased interest in serving the young severely/profoundly handicapped through awareness and coordination activities.

Major Outreach Services:
Project RUN offers replication and model utilization assistance, awareness and coordination activities, and training to interested projects. In addition, the project develops and disseminates products and information.

Features and Products:
A 4-day workshop at the facility and 4 days of technical assistance at the agency site are provided for replication/utilization of the model. Several types of assistance for training are offered to university students and direct service agency staff, from 1 day or less to over 300 hours. Assistance is offered through presentations/short-term workshops and dissemination of printed materials to a national audience. The project-originated materials include A Parent Component: Involvement and Training, Learning is Fun: A Guide for Parents, Project RUN--Bibliography of Resources for Serving the Handicapped, and Project RUN Early Education Assessment Curriculum for the Severely/Profoundly Multiply Handicapped.

Eleven sites are known to be using components of the demonstration model.

COGNITIVE LINGUISTIC INTERVENTION PROGRAM TRAINING PROJECT (CLIP)

Address: 22 Valley Road
Montclair, NJ 07042

Phone: 201/783-4000, x272
Year of Outreach Funding: 1

Fiscal Agency: Montclair Board of Education

Project Staff: Mary C. Vernacchia, Director
learning consultant, evaluation consultant, speech-language pathologist

Source of Continuation Funding for Service Delivery Program:
LEA

Description of Demonstration Model:
CLIP represents a system for delivering instructional services to children with mild to moderate language-learning difficulties. Program planning for CLIP children is a cooperative effort which ensures that special instruction is related directly to the classroom curriculum. Workshops, home visits and conferences promote parental involvement. CLIP also serves Montclair's community-based daycare centers and nursery schools.

Major Outreach Goals:
- To provide training--for personnel in 20 school districts, daycare centers and nursery schools in six counties--in the CLIP service delivery model for quality programs for preschool handicapped children and their families.

Major Outreach Services:
Agency personnel participate in a series of five comprehensive training seminars on each replicable area of the service delivery model. Staff provide on-site demonstrations of the intervention system through visits to the public school site. Training packages of screening instruments, curriculum guides and handbooks for teachers and parents are distributed to participants. Technical assistance is provided to agency personnel involved in replicating features of the CLIP model. Activities include consultations, demonstration of techniques and strategies, and the distribution of resources and materials.

Features and Products:
CLIP features include: transdisciplinary staff, classroom intervention, parent programs, staff training, liaison with community agencies, college/district cooperation. Products include: Primary Unit Curriculum Guide (four to five), CLIP Activity Guide for Teachers, Parent Handbook, screening instrument, CRIDT (Criterion Referenced Inventory of Developmental Tasks) Manual (profile and administrative materials), and the CLIP Program Manual.

ALBUQUERQUE INTEGRATION/OUTREACH PROJECT

Address: 3501 Campus Blvd. N.E.
Albuquerque, NM 87106

Phone: 505/266-881,268-0213
Year of Outreach Funding: I

Fiscal Agency: Albuquerque Special Preschool

Project Staff: Gail C. Beam, Director; Mary Fortess and Pat Krchmar, Coordinators integration specialists, speech & occupational therapy consultants, secretary

Source of Contunuation Funding for Service Delivery Program:
New Mexico Health and Environment Department, Developmental Disabilities Bureau, United Way of Greater Albuquerque, Albuquerque Special Preschool

Description of Demonstration Model:
Handicapped and non-handicapped children aged 2 through 5 years are integrated in classrooms while ratios of handicapped to non-handicapped vary. Using a transdisciplinary approach, a developmentally-sequenced curriculum is implemented with support from speech and occupational therapists. Special educators and early childhood specialists utilize a cognitive developmental approach. Progress is measured with the Alpern-Boll, the Learning Accomplishment Profile and qualitative language development checklists. Research emphasis is on play behavior change as a function of integration and qualitative language growth. Parent involvement is a strong component of the project.

Major Outreach Goals:
- To stimulate the development of programs which integrate young handicapped and non-handicapped children in urban and rural New Mexico.
- To train professionals and paraprofessionals in the assessment, selection, placement and education of young handicapped and non-handicapped preschoolers in integrated settings.

Major Outreach Services:
The project provides technical assistance through agency needs assessments, on- and off-site training, workshops and consultation and demonstrates application of the integration model to university students, professionals, and lay personnel.

Features and Products:
Products of the project include a report of research-play behavior and developmental growth (results of three-years research), A Guide to Integrating Handicapped and Non-Handicapped Preschool Children, and criteria for selecting handicapped children for an integrated placement (available June, 1982).

Four sites are known to be using components of the demonstration model.

A REGIONAL PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

Address: French Hill School
Yorktown Heights, NY 10598

Phone: 914/962-2377
Year of Outreach Funding: 1

Fiscal Agency: Putnam/Northern Westchester Board of Cooperative Educational Services (BOCES)

Project Staff: Amy L. Toole, Director
teacher trainer specialist, secretary

Source of Continuation Funding for Service Delivery Program:
State Education Department, county of residence of the child (under section 236 of The Family Court Act)

Description of Demonstration Model:
The project serves 125 children aged birth to 5 years who demonstrate a broad range of handicapping conditions and who reside within 18 component school districts. Children are placed in the program by parent or professional referral and after a screening process which includes parent interviews, behavioral observations and formal and informal tests. Child services combine home-based (aged birth to 5) and center-based (aged 3 to 5) approaches. Home training is based on the Portage Preschool model. Staff make weekly home visits.

Major Outreach Goals:
- To exchange information and materials through awareness activities with other projects and agencies.
- To promote adoption of the Regional Program.
- To develop, refine and disseminate additional products related to adoption of the Regional Program.
- To provide technical assistance and training in the model components in at least five sites.
- To stimulate state awareness for possible development of mandates for preschool special education.
- To offer outreach assistance to higher education agencies.
- To prepare trainers from designated demonstration sites to train target program staff.
- To evaluate the above objectives.

Major Outreach Services:
- To offer outreach assistance to higher education agencies.
- To prepare trainers from designated demonstration sites to train target program staff.
- To evaluate the above objectives.

Features and Products:
The following materials are available from the project: The Curriculum Model for a Regional Demonstration Program for Preschool Handicapped Children, Preschool Project Manual, The Parent Volunteer System, A Manual and Activity Catalog for Teachers, The Transdisciplinary Training, Assessment and Consultation Model, A Guide for Creating Community Awareness and Developing Interagency Cooperation. The project also offers training in these areas. On-site training workshops are available for projects interested n replicating any of the program's components.

Ten sites are known to be using components of the demonstration model.

JDRP APPROVED AS OF JANUARY 1, 1982.

CHAPEL HILL TRAINING-OUTREACH PROJECT

Address: Lincoln Center
Merritt Mill Road
Chapel Hill, NC 27514

Phone: 919/967-8295
Year of Outreach Funding: 10

Fiscal Agency: Chapel Hill-Carrboro Public Schools

Project Staff: Anne R. Sanford, Director
special education trainer, family involvement coordinator, secretary, evaluation consultant, behavior modification consultant

Source of Continuation Funding for Service Delivery Program:
State Incentive Grants from North Carolina and Kentucky; Administration for Children, Youth and Families; Title I; Division of Mental Health Services

Description of Demonstration Model:
The project establishes individual learning objectives for children using the LAP and parental needs assessments. The Chapel Hill model offers a variety of service-delivery systems including center- and home-based, resource room and mainstream settings. Teacher training in task analysis, behavior modification and parent involvement are basic model components, as is the assessment-curriculum design.

Major Outreach Goals:
- To stimulate replication of the Chapel Hill model in new programs for young handicapped children and their families through incentive grants by North Carolina and Kentucky SEA funding.

Major Outreach Services:
The Kentucky State Department of Education has applied all of its incentive grant funds to the replication of the Chapel Hill model in 153 counties. The Chapel Hill-Carrboro Schools have established a model replication site. Head Start programs throughout Region IV have replicated the model.

Features and Products:
The United Arab Republic has translated and adapted the Chapel Hill model. The project provided two weeks of intensive training to personnel in Guam to replicate the model in public health and department of education programs. The Chapel Hill materials have been translated into Korean and form the basis for preschool programs in that country. Project-developed materials include slide-tape programs, public service announcements, manuals and other print materials on topics such as assessment, curriculum, family involvement, P. L. 94-142, and competency-based training. Contact the project for a comprehensive listing of materials.

Seven hundred and thirty-six sites are known to be using components of the demonstration model.

INFANT STIMULATION/MOTHER TRAINING (IS/MT)

Address: University of Cincinnati College of Medicine
Department of Pediatrics
231 Bethesda Avenue
Cincinnati, OH 45267

Phone: 513/872-5341
Year of Outreach Funding: 2

Fiscal Agency: University of Cincinnati

Project Staff: Earladeen Badger, Director; Nancy Elder, Coordinator
USEP coordinator, physician's assistant, special educator, paraprofessional teacher, secretary/data collector

Source of Continuation Funding for Service Delivery Program:
Cincinnati General Hospital, Department of Pediatrics (Newborn Division) and State Department of Health (Maternal and Child Health)

Description of Demonstration Model:
The project offers a hospital-based (neonatal, special-care and full-term nurseries) early education intervention program in infant stimulation and parent education and support. It also provides a weekly postnatal class program for at-risk parent-infant pairs and a comprehensive health and educational follow-up clinic for high-risk infants during infants' first year of life.

Major Outreach Goals:
- To increase the number of hospital-based early intervention programs.
- To demonstrate the importance of primary prevention programs carried out during the first year of life.
- To coordinate the birth-to-three educational programs in Ohio through USEP activities.

Major Outreach Services:
The project trains hospital-based infant and maternity nursing staff through three-day short courses offered four times a year and follow-up on-site consultation and training.

Features and Products:
The project trains nurses in infant stimulation and parent education and support techniques and the use of project-developed materials. The book, Infant/Toddler: Introducing Your Child to the Joy of Learning, was developed by IS/MT and is available through Instructo/McGraw-Hill, Paoli, PA (No. 2353).

Twenty-nine sites are known to be using components of the demonstration model.

TEACHING RESEARCH INFANT AND CHILD CENTER DATA-BASED CLASSROOM

Address: Todd Hall
Monmouth, OR 97361

Phone: 503/838-1220 ext401
Year of Outreach Funding: 7

Fiscal Agency: Division State System of Higher Education

Project Staff: Torry Piazza Templeman, Director
in-service trainers

Source of Continuation Funding for Service Delivery Program:
Local education agency

Description of Demonstration Model:
The project is a classroom-based behavioral program, emphasizing individualized instruction, trial-by-trial data and the use of volunteers to conduct instruction. A task-analyzed developmental curriculum is used.

Major Outreach Goals:
- Quality replication of the model's key elements.

Major Outreach Services:
The project offers 5-day demonstration center training and two follow-up technical assistance visits at the trainee's work site.

Features and Products:
The project offers demonstration center training. The project staff identifies inservice objectives and provides evaluation at the time of training and follow-up.

One hundred fifty sites are known to be using components of the demonstration model.

JDRP-APPROVED AS OF JANUARY 1, 1982

COMMUNITY TRAINING PROGRAM FOR DIAGNOSTIC, EDUCATION AND TREATMENT PERSONNEL

Address: Children's Program
Good Samaritan Hospital
and Medical Center
2215 N.W. Northrup
Portland, OR 97210

Phone: 503/229-7220
Year of Outreach Funding: 2

Fiscal Agency: Good Samaritan Hospital

Project Staff: Susan Holstrom, Director
psychologist, coordinator of development, children's program director

Source of Continuation Funding for Services Delivery Program:
Portland Public Schools and Multnomah County Mental Health Program

Description of Demonstration Model:
Two diagnostic-prescriptive classrooms for moderately to profoundly handicapped children provide instruction utilizing task-analyzed sequences in the areas of motor skills, self-help, language, cognitive, and social skills. In addition, physical therapy, occupational therapy, speech/language pathology, and monitoring of each child's medical treatment are incorporated into the classroom activities. Parents receive training in prescriptive programming and behavior management and constitute a key component of the program.

Major Outreach Goals:
- To develop core training objectives for diagnostic, classroom and family treatment modules.
- To individualize training experiences by developing an individual training plan with detailed objectives for each trainee.
- To provide pre-assessment and posttraining at the trainee's work site.

Major Outreach Services:
The project trains teachers and allied professionals in its classroom diagnostic-prescriptive model and trains related professionals (psychologists, occupational and physical therapists, social workers) in components of diagnostic, classroom and family treatment modules. It also trains parent trainers with an emphasis on working with children aged birth to 3 years.

Features and Products:
The project is hospital-based and emphasizes the training of allied educational professionals (psychologists, occupational and physical therapists, speech and language therapists, social workers) to provide support to classroom-based personnel.

Ten sites are known to be using components of the demonstration model.

JDRP-APPROVED AS OF JANUARY 1, 1982.

FAMILY CENTERED RESOURCE PROJECT-OUTREACH (FCRP)

Address: 2900 St. Lawrence Avenue
Reading, PA 19606

Phone: 215/779-7111
Year of Outreach Funding: 4

Fiscal Agency: Pennsylvania Department of Education

Project Staff: Gilbert M. Foley, Director; Lynn L. Brown, Coordinator
pediatric consultant, physical therapist, occupational therapist, psychiatric social worker

Source of Continuation Funding for Service Delivery Program:
Berks County Intermediate Unit-Preschool Special Needs Program

Description of Demonstration Model:
FCRP serves multihandicapped infants and preschoolers in a family context, with emphasis on children with mental retardation and neuromotor dysfunction. The project's theoretical orientation integrates a developmental frame of reference with object-relation analysis. This approach implies sequential learning and mastery of skills to meet age-appropriate expectations. Service delivery is transdisciplinary.

Major Outreach Goals:
- To increase and enhance services to preschool handicapped children in Pennsylvania through awareness training and replication of the FCRP model.
- To train preschool personnel in the model and methodologies of FCRP including the transdisciplinary approach, mastery of developmental tasks training, family development planning, assessment and facilitation of attachment.

Major Outreach Services:
The project provides needs assessments, participatory conferences, individualized technical assistance for component replication, follow-up site visits, training and college courses.

Features and Products:
FCRP uses transdisciplinary team training generalized to kindergarten and school-age children and team training in the transactional approach to child development. Project staff have expertise in theory and therapy related to parental loss and grief reactions to the birth of a handicapped child and the process of attachment-separation-individuation in handicapped children. Products include: Cognitive Observation Guide, Family Development Planning, Attachment-Separation-Individuation Scale, Kindergarten Motor Screening and Medical Perspectives on Brain Damage and Development.

Fourteen sites are known to be using components of the demonstration model.

EDUCATION FOR SEVERELY HANDICAPPED OUTREACH PROGRAM

Address: Box 64
Foster, RI 02825

Phone: 401/822-4622
Year of Outreach Funding: 3

Fiscal Agency: Educational Technology Center, Inc.

Project Staff: Edmond S. Zuromski, Director; Karen K. Zuromski, Coordinator
two field consultants (a psychologist and special education teacher), engineer, adaptive equipment technician, physical therapist, speech therapist

Source of Continuation Funding for Service Delivery Program:
Local agencies and State of Rhode Island

Description of Demonstration Model:
The Active Stimulation Program, a behavior-based educational model, develops curriculum and equipment for severely/profoundly handicapped children based on the use of response-contingent sensory stimulation. The project provides services at home, at school and at a state institution. The project measures child progress by an N=1 design built into individual activities, a project-developed Behavioral Checklist, the Hoskins-Squires Test for Reflex and Gross Motor Development and the Callier-Azusa Scale.

Major Outreach Goals:
- To provide training to teachers, therapists and parents on the theory and technique of active stimulation (the combined use of adaptive devices and contingent sensory reinforcement to teach basic skills to severely/profoundly handicapped children).
- To provide training in behavioral management, handicaps of infancy and childhood and the use of technology to teach the severely/profoundly handicapped.
- To stimulate replication sites for the Active Stimulation Program.
- To solve technological problems, especially those relevant to the severely/profoundly handicapped child.

Major Outreach Services:
The project conducts workshops on the theory and technique of the Active Stimulation Program, develops and evaluates programs for severely/profoundly handicapped children and designs technological aids for learning and communication.

Features and Products:
The curriculum based on the use of assistive devices and a manual on the Active Stimulation Program are available from the project. The project also provides consultations on educational technology.

Thirty sites are known to be using components of the demonstration model.

PROJECT SCOOTER FOR HEARING IMPAIRED CHILDREN

Address: 819 Barnwell Street
Columbia, SC 29208

Phone: 803/777-7876
Year of Funding: 2

Fiscal Agency: University of South Carolina

Project Staff: Joan C. Rollins, Director
audiologist/trainer, teacher/trainer

Source of Continuation Funding for Service Delivery Program:
Public schools, University of South Carolina and Richland Memorial Hospital

Description of Demonstration Model:
The project provides a High-Risk Register Program in area hospitals and parent/infant, toddlers' and parent programs.

Major Outreach Goals:
- To create statewide awareness among professionals and the public of the need for early identification and education of young hearing-impaired children.
- To train professionals throughout the state.
- To stimulate and train personnel from other South Carolina agencies to develop and implement mechanisms for effective Child-Find programs for hearing-impaired childen.

Major Outreach Services:
SCOOTER provides awareness activities; statewide Child-Find workshops; methods, materials and curriculum workshops; consultations; pre-service and in-service training; and product development and distribution.

Features and Products:
Project SCOOTER coordinates a statewide High-Risk Register Program in 26 replication sites for the early detection of hearing loss. The project makes numerous presentations to professional organizations and develops audiovisual materials for public awareness and demonstration purposes. The project developed a Toddler Curriculum and other educational assessment instruments. SCOOTER is presenting a series of regional workshops on the identification of and intervention with hearing-impaired children.

Twenty-nine sites are known to be using components of the demonstration model.

OUTFIT PROJECT

Address: George Peabody College
Box 151
Vanderbilt University
Nashville, TN 37203

Phone: 615/322-8425
Year of Outreach Funding: 1

Fiscal Agency: John F. Kennedy Center for Research on Education and Human Development, Peabody College of Vanderbilt University

Project Staff: Harris Gabel, Principal Investigator; Bob Kibbler, Director
two training coordinators, project evaluator, project secretary

Source of Continuation Funding for Service Delivery Program:
Title XX, DDSA, private donations, local fund-raising activities

Description of Demonstration Model:
OUTFIT serves mentally retarded and multihandicapped children aged birth to 4 years residing in rural Middle Tennessee. An activity program is developed for each child in gross motor, personal/social, hearing and speech, nonverbal communication, eye-hand coordination and gestural and verbal imitation. Parents participate in individual training sessions which focus on implementing their child's educational program. The project also offers programs for extended family members and local allied professionals.

Major Outreach Goals:
- To inform parents, professionals and the public about the needs of young handicapped children and their families in rural communities and about the project model.
- To field test, revise and distribute products.
- To stimulate at least one agency to provide a FIT model program and to identify a second agency in the state as a target for the following year.
- To train allied professionals and university personnel in areas necessary to provide services using the FIT model and to broaden the base of skilled personnel in the communities served by demonstration and continuation sites.
- To develop a network of early childhood programs serving handicapped children in the state.

Major Outreach Services:
The project provides information services,technical assistance (including needs assessments) and state networking.

Features and Products:
OUTFIT training materials include the FIT Guide, a detailed description of the FIT model for establishing parent-implemented educational clinics in rural settings; a curriculum matrix which indexes information on infant and preschool curriculum guides according to skill area and developmental level; the Parent Group Guide which provides information on establishing discussion groups for parent training and discussion; and the FIT Training Guide which describes the training program offered to agency staff and community professionals and outlines content of training sessions in a series of modules.

Four sites are known to be using components of the demonstration model.

ADAPT PROJECT

Address: AISD Developmental Center
910 East St. Johns Avenue
Austin, TX 78752

Phone: 512/453-5651,451-6539
Year of Outreach Funding: 2

Fiscal Agency: Austin Independent School District

Project Staff: Fred Tinnin, Director; Jan Martin, Coordinator
two teacher/demonstrators

Source of Continuation Funding for Service Delivery Program:
Austin Independent School District and state foundation funds

Description of Demonstration Model:
ADAPT is a multifaceted, process model curriculum for severely/profoundly multihandicapped children, offering a complete training and data collection system. The project features more than 900 objectives in five areas that have been task analyzed with generalization steps. The project conducts one- to two-day workshops with training media and provides follow-up visits.

Major Outreach Goals:
- To disseminate the ADAPT curriculum through training materials and media.
- To measure progess of severely/profoundly handicapped children aged birth to 9 years using a performance evaluation.
- To revise and update curriculum material to meet the needs of the preschool multihandicapped population.

Major Outreach Services:
The project conducts one- to two-day workshops with media and demonstration and offers follow-up visits. The project solicits inquiries through brochure mailings and journal articles and abstracts.

Features and Products:
ADAPT has consistently demonstrated significant improvement in rates of learning for students enrolled in the curriculum. ADAPT is easily adapted for different populations, such as deaf-blind or the orthopedically impaired. The ADAPT system is quckly learned by paraprofessionals or parents. It provides a framework in which ancillary services (occupational and physical therapy, speech, nursing, psychology and counseling) can work efficiently.

Thirteen sites are known to be using components of the demonstration model.

PROJECT TRANSITION OUTREACH SERVICES

Address: 3309 Richmond Avenue
Houston, TX 77098

Phone: 713/521-9584
Year of Outreach Funding: I

Fiscal Agency: Mental Health Mental Retardation Authority of Harris County

Project Staff: Marlene Hollier, Director; Mary J. McGonigel, Coordinator
two transition consultants, secretary

Source of Continuation Funding for Service Delivery Program:
Region IV Education Service Center of the Texas Education Agency

Description of Demonstration Model:
Project Transition contunuation provides early childhood classes with transitional support services for parents and children leaving our community infant program for entry into public school. This is designed to insure a smooth and successful transition from one program to another. Liaison services are provided to local public schools receiving program children.

Major Outreach Goals:
- To provide training and technical assistance to community infant programs and school districts which will enable them to provide transitional support services for parents and children leaving infant programs and insuring ECH programs in the schools.
- To stimulate coordination of services to young children and families.

Major Outreach Services:
The program provides training and technical assistance in the areas of: services to children, services to parents and liaison with public schools.

Features and Products:
The program produces training materials including parent materials and a child curriculum.

Six sites are known to be using components of the demonstration model.

PROJECT DEBT
DEVELOPMENTAL EDUCATION BIRTH THROUGH TWO

Address: 1628 19th Street
Lubbock, TX 79401

Phone: 806/747-2641, ext. 455
Year of Outreach Funding: 5

Fiscal Agency: Lubbock Independent School District

Project Staff: Gloria Galey, Director; Dianne Garner, Coordinator
teacher trainer specialist, secretary

Source of Continuation Funding for Service Delivery Program:
Local education agencies and service organizations

Description of Demonstration Model:
The project identifies young handicapped children in the community, provides medical evaluations, develops a home instructional program for parents, and develops awareness of services offered by state and community agencies. In addition, the project provides a weekly play and water program, parent-study groups, child play groups, parent resource programs, follow-up services, and preservice and in-service training for staff, volunteers and university interns. Other activities include a volunteer program, assistance to child care centers, and local, regional and national information dissemination. Assessment and screening processes include informal observation in the home and case history data, the Vineland Scale of Social Maturity, Denver, Koontz, REEL, and a medical evaluation by the child's private physician or the DEBT pediatric consultant.

Major Outreach Goals:
- To train volunteers, professionals and paraprofessionals serving handicapped infants.
- To conduct an awareness campaign with state decision makers concerning the need to allocate funds for infants aged birth to 2 years.
- To disseminate DEBT Project model information and system and DEBT training materials.

Major Outreach Services:
The project provides preservice and in-service training for those in health, education and social services. It also provides ongoing consultation to replication sites and referral system to families in rural areas. The project staff conducts training sessions with medical students and pediatric residents at Texas Tech Medical School.

Features and Products:
Optional components of the DEBT model include a Water Play Program, Stay and Stitch Activities, a Saturday Morning Workshop for Men and a Parent Study Group. DEBT's research document detailing child progress data and parent involvement is available. Other products include: DEBT Diaper Dudes, DEBT Developmental Scale from Birth to Six Years, DEBT Teaching Activities Packet Birth to 36 Months, Comprehensive Training Notebook, DEBT GOSPEL Guidebook, DEBT Model Project (brochure), DEBT Outreach Project (brochure), Love Your Baby, and a bibliography of literature on child growth and development, intervention techniques and parental communications.

Forty sites are known to be using compoents of the demonstration model.

JDRP-APPROVED AS OF JANUARY 1, 1982.

PEECH OUTREACH

Address: 301 Loop 11
Wichita Falls, TX 76305

Phone: 817/322-6928
Year of Outreach Funding: 6

Fiscal Agency: Region IX Education Service Center

Project Staff: Lois Cadman, Director; Nancy Flamming, Coordinator
training assistant, paraprofessional teacher

Source of Continuation Funding for Service Delivery Program:
Special Education Programs of Region 9 ESC Schools and Preschool Incentive Grant

Description of Demonstration Model:
The staff trains parents to conduct learning activities on a daily basis.

Major Outreach Goals:
- To present the PEECH model to target agency participants.
- To provide training and on-site consultative assistance to staff in a minimum of 10 replication sites.
- To provide in-service training and ongoing consultative assistance to the demonstration sites within the Region 9 ESC area.
- To disseminate information and evaluate the program.

Major Outreach Services:
PEECH Outreach provides technical assistance to sites replicating components of the PEECH model and teacher training in the areas of: identification of the population to be served, provision of the referral process in respect to P.L. 94-142, the assessment process, writing IEPs, the home teaching process, parent training, and the coordination and utilization of supplementary services. The project emphasizes training teachers to train parents to continue the individualized educational program activities of the mild to severely handicapped on a daily basis in the home.

Features and Products:
PEECH Outreach trains parents to function as paraprofessional educators. The model is particularly adaptable for projects in rural areas. Dissemination products include Teacher's Handbook for developing home intervention programs and Parent's Handbook, which describes handicapping conditions and educational activities (and is also available in a Spanish edition).

Forty-eight sites are known to be using components of the demonstration model.

JDRP-APPROVED AS OF JANUARY 1, 1982.

MULTI-AGENCY PROJECT FOR PRESCHOOLERS

Address: UMC 68
Utah State University
Logan, UT 84322

Phone: 801/750-2000
Year of Outreach Funding: 5

Fiscal Agency: Exceptional Child Center, Utah State University

Project Staff: Glendon Casto, Director; Debra Tolfa, Coordinator
physical therapist, occupational therapist, dissemination coordinator

Source of Continuation Funding for Service Delivery Program:
Title XX

Description of Demonstration Model:
The project is a home- and community-based intervention program serving handicapped children aged birth to 5 years in rural and remote areas where professionals trained to work with handicapped children are often lacking. The program teaches parents of children aged birth to 3 to act as intervention agents for their handicapped children by providing a specific curriculum, training and weekly monitoring. For handicapped children aged 3 to 5, the program provides curriculum materials and training to parents and teachers in preschools and community daycare.

Major Outreach Goals:
- To develop and disseminate products.
- To stimulate site replication.
- To train rural service providers.

Major Outreach Services:
The project provides curriculum materials and training for the birth to 5 population in the areas of receptive and expressive languages, self-help, motor and social/emotional development. The project also provides technical assistance in program evaluation. A Pre-academic Program is currently being field tested.

Features and Products:
The project staff administers standardized and criterion-referenced pre and posttests, including the Bayley Scales of Infant Development, the Peabody Picture Vocabulary Test, the Assessment of Children's Language Comprehension, and the Visual Motor Integration Scale. Criterion measures developed by the project are also used. Results from these assessments showed significant child gains over a 9-month period. The project has developed curriculum materials and criterion tests in five developmental areas; these are available for dissemination through Walker Publishing Company, New York.

Twenty-five sites are known to be using components of the demonstration model.

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PROJECT SKI*HI OUTREACH

Address: Dept. of Communicative Disorders
Utah State University
UMC 10
Logan, UT 84322

Phone: 801/750-1369
Year of Outreach Funding: 7

Fiscal Agency: Utah State University

Project Staff: Thomas C. Clark, Director; Dorothy Jensen, Acting Coordinator
product development specialist, information disseminator, technical assistance trainer, certified trainers

Source of Continuation Funding for Service Delivery Program:
State of Utah legislative appropriation through the Utah School for the Deaf.

Description of Demonstration Model:
The administration component includes child identification and processing and program management. The project provides direct services to hearing impaired children, aged birth to 6 years, and their families. These services include home visits, curriculum teaching, hearing aid management, and auditory, communicative and language skills training. Support services include audiological, psychological and materials support.

Major Outreach Goals:
- To assist educational agencies in providing high quality home intervention services for presently unserved preschool hearing impaired children.
- To assist educational agencies in improving services for those children presently receiving services.

Major Outreach Services:
The project offers awareness activities, dissemination conferences, development of curricular materials, training, information dissemination, on-site technical assistance and program evaluation through a nationwide data bank.

Features and Products:
The project offers basic training in two different formats according to the needs and characteristics of the replicating agency. SKI*HI can provide a series of three 3-day on-site workshops covering the curriculum and program management during Year One of replication, followed by on-site workshops in early identification and support services during Year Two. Alternatively, SKI*HI can provide a 3-week basic training program at Utah State University, which covers the entire SKI*HI Model, including all of the above topics.

The program has developed and made available a curriculum manual, a total communication curriculum, eight slide-tape programs, two flip charts to help illustrate lessons to parents, a parent resource book, two language assessment instruments, two videotaped training packages, Spanish-language translations of several curricular components, and a series of monographs on subjects relating to programming for young hearing impaired children and their families.

The project provides to all replication sites a yearly summary of child and parent data collected and submitted. The data are summarized both on each individual site and on the overall SKI*HI network of sites.

Eighty-eight sites are known to be using components of the demonstration model.

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EDUCATION FOR MULTIHANDICAPPED INFANTS (EMI-IMPACT)

Address: University of Virginia Medical Center
Box 232
Charlottesville, VA 22908

Phone: 804/924-5954
804/924-5807

Year of Outreach Funding: 6

Fiscal Agency: University of Virginia Medical Center

Project Staff: Kathy L. Steward, Director;
resource coordinator, medical consultant, secretary

Source of Continuation Funding for Service Delivery Program:
Hospital Education

Description of Demonstration Model:
The project provides a clinic- and home-based program to physically handicapped and developmentally delayed infants who are first seen in the Neonatal Intensive Care Unit Program. Project staff see the infant and parents individually three times a month at the center and once a month at home. The project assesses children bimonthly using the EMI Scale and videotape. The eclectic EMI Curriculum emphasizes Piagetian principles and contingent reinforcement.

Major Outreach Goals:
- To provide training and technical assistance to medical, educational and other personnel serving handicapped infants and their families in high-risk nursery or follow-up programs.
- To assist new and existing infant programs through the Virginia Infant Programs Consortium and the Virginia Association of First Chance Projects.
- To provide workshops to infant educators and staff at hospital nurseries.
- To develop and disseminate EMI products.

Major Outreach Services:
The project provides training, networking and resource sharing and develops and disseminates products.

Features and Products:
Project-developed materials include: the EMI Assessment Scale, (birth to 24 months), the EMI Curriculum, Nursery Intervention Manual, the EMI Infant Learning Packets and materials, and bibliographies.

Twelve sites are known to be using components of the demonstration model.

CHILD DEVELOPMENT RESOURCES OUTREACH PROJECT (CDR)

Address: P. O. Box 299
Lightfoot, VA 23090

Phone: 804/565-0303
Year of Outreach Funding: 4

Fiscal Agency: Williamsburg Area Child Development Resources, Inc.

Project Staff: Barbara Acree Kniest, Director; Sharon E. Kiefer, Coordinator trainers, secretary

Source of Continuation Funding for Service Delivery Program:
State Department of Mental Health and Mental Retardation, United Way, local taxes and private contributions.

Description of Demonstration Model:
The rural-based project offers interdisciplinary programming for handicapped and developmentally disabled children aged birth to 2 years using the parent as the primary teacher. The project assesses child progress every four months. Case managers conduct weekly home visits to help parents teach children skills included in the IEP. Parent group meetings provide information about child development, management and advocacy. The project provides developmental day care for handicapped children and their siblings during parent meetings. The model is readily adaptable to a center-based setting.

Major Outreach Goals:
- To increase quality services to handicapped and developmentally disabled infants aged birth to 2 years and their families through replication of model components.
- To coordinate CDR Outreach Project activities with those state agencies responsible for the education and treatment of young handicapped children.
- To maintain and increase local awareness, support and funding.

Major Outreach Services:
The project's primary service is to provide training and technical assistance to those agencies wishing to replicate components of the CDR Infant Program. The project gives priority to agencies in rural Virginia settings. The project also develops and disseminates products and information and offers short-term technical assistance and workshops.

Features and Products:
CDR plays a leadership role in the Virginia Association of First Change Projects, Virginia Infant Programs Consortium, the Rural Network and INTERACT. Materials available are: Skills Inventory for Parents, a system for measuring change in parental skills; Skills Inventory for Teachers, a system of evaluating skills of home-based teachers; Parent Group Curriculum, designed to meet information and skill development needs of parents of young handicapped children; and Teaching Activities for Parents, for use by parents of infants aged birth to 2 years.

Sixteen sites are known to be using components of the demonstration model.

A MODEL PRESCHOOL CENTER FOR HANDICAPPED CHILDREN OUTREACH PROJECT

Address: Experimental Education Unit WJ-10
Child Development and
Mental Retardation Center
Seattle, WA 98195

Phone: 206/543-4011
Year of Outreach Funding: 10

Fiscal Agency: University of Washington
Several local education agencies in King County

Project Staff: Rebecca R. Fewell, Director; Patricia Oelwein, Coordinator
field trainer, dissemination specialist, secretary

Source of Continuation Funding for Service Delivery Program:
University of Washington and several local education agencies in King County.

Description of Demonstration Model:
At the Alice H. Hayden Preschool Program, approximately 120 children aged birth to 6 years with a variety of handicaps receive educational and related services to help them maximize their skills. Parents receive training and other assistance as well.

Major Outreach Goals:
- To provide training and other assistance to programs.
- To prepare and provide materials to programs and individuals.
- To promote awareness and stimulate improved services.

Major Outreach Services:
The project offers field-based and center-based training, technical assistance, instructional and informational materials and follow-up assistance as requested.

Features and Products:
The program has demonstrated effectiveness in working with communication-delayed children and those with Down's syndrome and other developmental delays. Parent involvement techniques are particularly useful in maximizing child gains, as parents and other members of the interdisciplinary team coordinate efforts both at home and at school on behalf of the pupils.

At least forty sites are known to be using components of the demonstration model.

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THE PORTAGE PROJECT

Address: 626 East Slifer Street
Box 564
Portage, WI 53901

Phone: 608/742-8811
Year of Outreach Funding: 9

Fiscal Agency: Cooperative Educational Service Agency #12

Project Staff: Susan Weber, Director; Paul Gundlach, Federal Projects Coordinator
two training specialists, evaluation coordinator

Source of Continuation Funding for Service Delivery Program:
Twenty-three local school districts in south-central Wisconsin in cooperation with the Wisconsin Department of Public Instruction.

Description of Demonstration Model:
The project follows a precision teaching model which focuses on effective parent involvement to facilitate long-term early childhood intervention. The program provides a home teacher weekly to aid parents in assessing the child's present skill level in five developmental areas, in targeting emerging skills, in developing skills necessary to teach the child, in defining appropriate teaching techniques, and in evaluating the child's performance.

Major Outreach Goals:
- To facilitate awareness
- To stimulate services
- To development materials
- To train
- To provide technical assistance to replication sites
- To evaluate outreach activities

Major Outreach Services:
The Portage Project offers replication and demonstration site training, awareness workshops and materials, and conference presentations. In addition, the project provides technical assistance to home-based programs.

Features and Products:
A key feature of the project is the Portage Parent Program, a systematic parent-training component to improve parental skills in the teaching and child-management domains. The component includes a Parental Behavior Inventory, Parent Readings, and an Instructor's Manual. Also available is the Portage Guide to Early Education (Spanish and English).

Sixty sites are known to be using components of the demonstration model.

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THE COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSIED CHILDREN

Address: 9001 W. Watertown Plank Road
Wauwatosa, WI 53226

Phone: 414/259-1414
Year of Outreach Funding: 9

Fiscal Agency: Curative Rehabilitation Center

Project Staff: Rona Alexander, Director
assistant project director, audiovisual/program specialist, typist

Source of Continuation Funding for Service Delivery Program:
Federal and state funding, insurance and private patient fees

Description of Demonstration Model:
The project serves children aged birth to 3 years with neuromotor involvement resulting in feeding, speech and/or language problems. Services include speech, physical and occupational therapy, nutrition, psychology, special education, and social and medical services. Pre/post-test data are analyzed using the Bzoch-League REEL Scale, Mecham Verbal Language and Development Scale, and Peabody Picture Vocabulary Test.

Major Outreach Goals:
- To train teams of staff from replicating agencies in 6-day Fundamental Guidelines Workshops.
- To train the speech pathologist of each team in the Pre-Speech Assessment Scale.
- To present lectures and workshops on a national basis, emphasizing the need for early intervention and programming for handicapped children.
- To develop and revise materials in nutrition, pre-speech and feeding, and pre-linguistics/cognition.

Major Outreach Services:
The project trains teams from replicating agencies in 6-day Fundamental Guidelines Workshops and trains speech pathologists in the Pre-Speech Assessment Scale. The project staff makes a site visit to all new replication sites. In addition, the project makes available new materials to new and previously trained sites in pre-speech feeding/nutrition and pre-linguistics/cognition.

Seventy-five sites are known to be using components of the demonstration model.

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PROJECT WISP/OUTREACH

Address: P. O. Box 3224
University Station
Laramie, WY 82071

Phone: 307/766-6145
Year of Outreach Funding: 3

Fiscal Agency: University of Wyoming

Project Staff: Janis A. Jelinek, Director; Thomas C. Flamboe, Coordinator training coordinator, parent coordinator

Source of Continuation Funding for Service Delivery Program:
Laramie Association for Retarded Citizens

Description of Demonstration Model:
WISP provides a comprehensive preschool program using both center-based and home-based intervention. The project serves handicapped infants and toddlers and their families residing in Albany County, Wyoming, a significantly rural area. The basic intervention model is developmental-prescriptive. The major measure of child progress is E-LAP; other measures are used as necessary.

Major Outreach Goals:
- To disseminate awareness materials and/or conduct short-term awareness sessions focusing on the WISP model and the need for early intervention.
- To provide training and technical assistance to selected replication sites.
- To provide training in model components to parents, professionals, community groups and college/university students.
- To develop and disseminate products.

Major Outreach Services:
The project provides training and technical assistance to programs in Wyoming and other states wishing to replicate components of the model. In addition, the project researches materials and topics according to expressed needs and makes this information available to individuals and agencies. The major emphasis during FY 81 has been short-term training/awareness activities for professionals, parents and community groups.

Features and Products:
The project maintains a toy-lending library which is available to parents and other programs. The project offers free developmental screenings to any child aged birth to 3 years in Albany County. The staff trains individuals at 14 replication sites, conducts mass media and formal awareness activities, develops products and provides competency-based training. Eight products are available for dissemination.

Fifteen sites are known to be using components of the demonstration model.

ARIZONA

SIG Director:	Al Dunstan	**Phone:** 602/255-3183
SIG Coordinator:	Steve Mishlove	**Phone:** 602/255-3183
State Director of Special Education:	Diane Petersen	**Phone:** 602/255-3183
SIG Mailing Address:	Special Education Arizona Department of Education 1535 West Jefferson Phoenix, AZ 85007	
Periods of SIG Funding:	1980-1982	

State Legislation for Special Education Services:
Mandated: 5 through 21 years
Permissive: None

Major SIG Objectives and Purposes for 1981-1982:
- To implement a guide for monitoring preschool special education programs.
- To assist LEAs in developing plans to serve preschool handicapped children.
- To work with other agencies to plan for coordinated development of increased services.
- To develop a plan for the provision of training and technical assistance.
- To develop an interagency plan for identification, evaluation and referral services to preschool handicapped children.

Features and Products:

The Arizona SIG is assisted by an actively supportive and productive Preschool Advisory Task Force and Consortium in achieving its major objectives. The Task Force is composed of a diverse group of individuals representing a cross section of statewide agencies and schools providing services to preschool handicapped children and their families. The consortium members represent model preschool special education programs and teacher training programs. Each group meets on a monthly basis to disucss current SIG activities. Some of the products of our joint efforts include the following: Guidelines for Developing Services for Handicapped Preschool Children, Special Education Standards for Preschool Programs (not mandated), addition of a Preschool Appendix to the State of Arizona monitoring handbook, assessment of service capabilities and needs of existing preschool programs for handicapped children, assessment of training and technical assistance needs of preschool special education programs, survey of agencies which provide identification, evaluation and referral services for handicapped preschool children.

The SIG coordinator and the program and project specialist have also been involved in the process of awarding approximately $335,000 of preschool Incentive Grant monies to agencies and schools, thus increasing the number of handicapped preschool children being served.

CALIFORNIA

SIG Director:	Nancy N. Obley	**Phone:** 916/322-5038
SIG Coordinator:	Betsy Qualls	**Phone:** 916/323-4786
State Director of Special Education:	Louis S. Barber	**Phone:** 916/323-4768
SIG Mailing Address:	Office of Special Education 721 Capitol Mall Sacramento, CA 95814	
Periods of SIG Funding:	1978-82	

State Legislation for Special Education Services:

Mandated: 3 years for those requiring "intensive special education and services"
Permissive: birth to 3 years for those requiring "intensive special education and services"

Major SIG Objectives and Purposes for 1981-1982:

- To conduct comprehensive statewide planning for special education and related services for infant and preschool aged individuals with exceptional needs and their families.
- To develop a statewide plan.
- To develop interagency agreements.
- To develop a consortium model.
- To develop and implement a SIG evaluation.

Features and Products:

The California SIG has developed an intra-departmental plan to maximize utilization of all existing service programs for young handicapped children operated by the Department of Education. In addition, the SIG has established criteria for teacher accreditation and developed a Needs Assessment Instrument for training and technical assistance needs. There are two workshops developed by the SIG: 1) Establishing Programs for Handicapped Preschool Children, and 2) Mainstreaming Young Handicapped Children. The print materials developed by the SIG include: Guidelines for Providing Services to Infant and Preschool Individuals with Exceptional Needs, Interstate Conference on Consortium Development, Selected Programs Serving Handicapped Infants and Preschool Children: A Compendium of Program Descriptions for California Educators, and Early Warning Signs, a child-find brochure, and Early Intervention: A Working Paper, providing baseline information on early intervention programs in California public school systems.

COLORADO

SIG Director: Brian A. McNulty **Phone:** 303/866-2728

State Director of Special Education: Peter Fanning **Phone:** 303/866-2727

SIG Mailing Address: Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203

Periods of SIG Funding: 1976-1980, 1981-1982

State Legislation for Special Education Services:
Mandated: 5-21 years
Permissive: birth to 5

Major SIG Objectives and Purposes for 1981-1982:
- To develop policy and program analysis documents.
- To develop state and local plans for the coordination of services to handicapped preschool children.

Features and Products:
The SIG has developed the following products: Early Childhood Special Education Guidelines, Certification Standards, bilingual brochures, Child-Find Manual, My Baby's Book (a bilingual child-find publication).

CONNECTICUT

SIG Director: Virginia Guldager **Phone:** 203/566-5225

State Director of Special Education: Tom B. Gillung **Phone:** 203/566-4383

SIG Mailing Address: Connecticut State Department of Education
Bureau of School and Program Development
P. O. Box 2219, Room 375
Hartford, CT 06115

Periods of SIG Funding: 1978-1982

State Legislation for Special Education Services:
Mandated: aged 3 years by January 1 of the school year
Permissive: birth to 3 years

Major SIG Objectives and Purposes for 1981-1982:
- To continue to convene and support the statewide Interagency Early Intervention Committee, including all agencies providing services to young handicapped children.
- To form or work with existing regional interagency committees to incorporate strategies developed by the state level committee.
- To gather data on the effect of changes in program strategies policies, and the distribution of resources.
- To establish a system to store and retrieve information on existing resources for preschool handicapped children.

Features and Products:

Training and technical assistance to preschool service providers and local education agencies has been provided through the Early Childhood Special Education Networks. The SIG stimulated three pilot sites demonstrating interagency collaboration at the local level, increased health education collaboration for preschool special education, and initiated a state interagency committee seeking to increase cross-agency cooperation and service delivery.

Available products include: a resource directory, Guidelines for Early Childhood Special Education (1979), The Identification Process: A Resource Guide to Procedures for Locating, Screening and Assessing Young Children With Special Needs in Connecticut (1981), A Parent Guide to Special Education in Connecticut (1980), and A Connecticut Case for Interagency Collaboration (1981).

HAWAII

SIG Director:	Miles Kawatachi	**Phone:** 808/548-6923
SIG Coordinator:	Verna Lee	**Phone:** 808/548-6436
State Director of Special Education:	Miles Kawatachi	**Phone:** 808-548-6923
SIG Mailing Address:	Exceptional Children Section 1270 Queen Emma Street, Room 805 Honolulu, HI 96813	
Periods of SIG Funding:	1981-1982	

State Legislation for Special Education Services:
Mandated: ages 3-20 years

Major SIG Objectives and Purposes for 1981-1982:
- To develop a curriculum component for the comprehensive statewide plan.
- To develop a facilities component for the comprehensive statewide plan.
- To improve the efficiency and effectiveness of the delivery of related services for preschool handicapped children.
- To improve the efficiency and effectiveness for interagency coordination and cooperation.
- To develop plans for and implement activities relating to personnel preparation.
- To strengthen the effort of program implementation.

KANSAS

SIG Director: Phyllis Ellis **Phone:** 913/296-3866

SIG Coordinator: Lucile Paden **Phone:** 913/296-3866

State Director of Special Education: James E. Marshall **Phone:** 913/296-3866

SIG Mailing Address: Special Education Administration Section
Kansas State Department of Education
120 East 10th Street
Topeka, KS 66612

Periods of SIG Funding: 1977-82

State Legislation for Special Education Services:
Mandated: "school age" (5-years-old before September 1) to 21 years.
Permissive: birth to "school age"

Major SIG Objectives and Purposes for 1981-1982:
- To develop an efficient interagency plan for coordinated comprehensive services for at-risk or handicapped young children, birth to school age.
- To involve the families of children to be served in both planning and delivery of comprehensive services.

Features and Products:
The Kansas Interagency Committee for Preschool Handicapped Children will provide the means for implementing the planning process. The committee members were appointed by and represent the state departments of Education, Social and Rehabilitation Services, Health and Environment, Kansas parent and advocacy groups, regular and special education school administrators and local service providers. The proposed planning process is cyclical. Reaffirmation of administrative support will be solicited at each decision point. Available materials include: A Planning Handbook for Special Preschools which contains guidelines for interagency planning, Kansas regulations, funding applications and reporting forms in a special 3-ring binder; Whispers, a slide-tape program addressing public awareness, need rationale and interagency approach; Road Blocks, a slide-tape program presenting responses to common questions regarding interagency services; Puzzled About Handicapped Preschoolers, a brochure describing the rationale and need for early intervention; Questions About Your Child's Development, a brochure developed by parents for parents of very young children.

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LOUISIANA

SIG Director: Henry Smith **Phone:** 504/342-3631

SIG Coordinator: Daphne Thomas **Phone:** 504/342-1641

State Director of Special Education: Henry Smith **Phone:** 504/342-3631

SIG Mailing Address: Joint Project for Parent and Children Services
1272 Laurel Street
Baton Rouge, LA 70802

Periods of SIG Funding: 1977-1982

State Legislation for Special Education Services:
Mandated: 3 to 5 years
Permissive: birth to 2 years (to be mandated by 1985)

Major SIG Objectives and Purposes for 1981-1982:
- To form an inter-agency planning council to incude representatives of Head Start, Office of Mental Retardation, Office of Health Services and Environmental Quality and the Office of Special Educational Services.
- To develop a comprehensive multi-agency plan for the identification, evaluation, and delivery of program services to handicapped children ages birth to 5 years, utilizing the resources of local education agencies, Head Start Centers, Day Developmental Training Centers and Handicapped Children Service Facilities.
- To develop an implementation plan for field testing the inter-agency model and an evaluation plan for assessing the effectiveness of the model in identifying, evaluating, and providing services to preschool handicapped children.

Features and Products:
The SIG seeks to minimize occurrences of handicapping conditions through the early identification of high-risk infants and early intervention. The project provices information and referral services, personnel training, parent education and parent counseling. The project will also improve methods of identifying children aged 3 to 5 years with prviously diagnosed or undiagnosed handicaps. The SIG collaborates with Maternal/Child Health Programs, Early Periodic Screening and Diagnostic Testing (EPSDT) and the Handicapped Children's Services Program to improve the level of health care to handicapped children. The same collaborative functioning occurs within education through the Division of Special Educational Services.

MARYLAND

SIG Director: Lin Leslie **Phone:** 301/659-2549

State Director of Special Education: Martha J. Irvin **Phone:** 301/659-2489

SIG Mailing Address: Division of Special Education
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Periods of SIG Funding: 1980-1982

State Legislation for Special Education Services:
Mandated: birth to 21 years

Major SIG Objectives and Purposes for 1981-1982:
Year 1:
- To continue to develop, refine and finalize the Maryland State Department of Education's Early Childhood Plan for handicapped children aged birth to three years.
- To maintain a State Implementation Grant consultant panel to complete examination of issues related to interagency service delivery for handicapped children aged birth to three years.
- To conduct cooperative planning activities with federal, state and local programs to improve accessibility of services for young handicapped children.
- To design personnel training programs to support the plan and guidelines/procedures for services for very young handicapped children.

Year 2:
- To conduct a pilot test of the plan with local school systems.
- To conduct dissemination and public awareness activities.
- To provide in-service training to local school systems.

Features and Products:
In a final report, the SIG will detail the process used to accomplish the above objectives. Achievements made during FY-82 will support the long-term goal of developing a comprehensive plan for educating handicapped children aged birth to 5 years. Interagency representatives will draft a statewide plan for providing education services for handicapped children aged birth to 3 years. Guidelines will address the areas of screening, assessment, intervention, personnel preparation, evaluation and parent involvement in intervention. The SIG will also assist LEAs in planning services for young handicapped children. The Maryland State Department of Education's Resource Manual: Handicapped Children Birth to Five will serve as a reference.

NEW JERSEY

SIG Director: Patricia Munday Hill **Phone:** 609/292-0147

State Director of Special Education: Paul Winkler **Phone:** 609/292-8616

SIG Mailing Address:
State of New Jersey
Department of Education
CN 500
Trenton, NJ 08625

Periods of SIG Funding: 1977-1979, 1981-1982

State Legislation for Special Education Services:
Mandated: aged 5 to 20 years
Permissive: birth to five years

Major SIG Objectives and Purposes for 1981-1982:
- To develop a comprehensive state plan for handicapped children aged birth to 3 years.
- To develop procedural guidelines for child-find, screening, assessment and intervention.
- To develop self-study guides for program evaluation in child-find, screening, assessment and intervention.
- To develop a definition of the educational component in infant programs.
- To compile a resource directory of educational methods and materials for infant educators.
- To develop a needs assessment form and process to determine available local resources for handicapped infants and their families.

Features and Products:
Procedural guidelines and self-study guides will be available for child-find, screening, assessment and intervention.

NEW YORK

SIG Director:	Lawrence Gloeckler	**Phone:** 518/474-4132
SIG Coordinator:	Michael Plotzker	**Phone:** 518/474-5804
State Director of Special Education:	Louis Grumet	**Phone:** 518/474-5548

SIG Mailing Address:
New York State Education Department
Office for Education of Children
with Handicapping Conditions
Bureau of Program Development
Room 1069 - EBA
Albany, NY 12234

Periods of SIG Funding: 1976-1982

State Legislation for Special Education Services:

Mandated: 5 to 21 years

Permissive: none; parents may petition through family court for educational services for handicapped children aged birth to 5 years.

Major SIG Objectives and Purposes for 1981-1982:

- To develop a comprehensive state plan for handicapped children aged 3 to 5 years.
- To accelerate services to handicapped infants through Regional Early Childhood Direction Centers.

Features and Products:

As a result of past efforts of the SIG, Early Childhood Direction Centers to assist parents and professionals in linking handicapped children below the age of five to services were established and maintained throughout New York State. Recently the SIG has helped Early Childhood Direction Centers establish formal relationships with Regional Perinatal Centers so handicapped children identified at birth can be linked to services early and followed until school age. Other past SIG accomplishments include a manual, Agency Programs and Services for Preschool Handicapped Children in New York State, minimum guidelines for the petitioning of preschool handicapped programs through family court, and development and field testing of an accredited continuing medical education course for physicians entitled "Developmental Screening and Diagnosis: Early Identification and Referral of Infants and Preschool Children with Suspected Handicaps." SIG staff have helped develop strategies to support legislation to mandate education services to young handicapped children and developed sections of the state plan.

NORTH CAROLINA

SIG Director:	Carolyn Perry	**Phone:** 919/733-6081
SIG Coordinator:	Mable Hardison	**Phone:** 919/733-6081
State Director of Special Education:	Theodore R. Drain	**Phone:** 919/733-3921
SIG Mailing Address:	Division for Exceptional Children State Department of Public Instruction Raleigh, NC 27611	
Periods of SIG Funding:	1976-1982	

State Legislation for Special Education Services:
Mandated: 5 to 17 years
Permissive: birth to 5 years

Major SIG Objectives and Purposes for 1981-1982:
- To establish a comprehensive plan for coordinating services to handicapped children aged birth to 4 years, including standardization of guidelines, regulatory procedures and service delivery options. The cooperative plan will allow children with varying degrees and types of handicaps to receive services in the environment that best suits their individual needs. A full range of services will be provided, and program administrators will systematically identify gaps in services, personnel needs and funding requirements for program expansion.
- To develop teacher education standards and certification requirements for personnel working with preschool handicapped children.

Features and Products:
The SIG sponsored a two-day statewide training conference for local education agency, developmental day care and Head Start personnel. The conference focused on skill development in program planning, classroom management, basic skills curriculum and IEP development. The SIG has expertise in developing training materials and conferences. Forty-three instructional programs are now operating in LEAs. Although these programs are funded through Preschool Incentive Grant monies, the SIG has provided state level staff to coordinate preschool services and to provide technical assistance to LEAs developing these programs. Products available through the SIG include: Getting Started: A Guide to Program Management Techniques, Assess, Plan, Teach: IEP Development for the Preschool Handicapped Child, Preschool Guidelines for Children with Special Needs, Preschool Handicapped Research Guide, and Moving On Program Transition for Young Handicapped Children.

OHIO

SIG Director:	Veronica Payer	**Phone:** 614/466-2650
SIG Coordinator:	Carol Quick	**Phone:** 419/666-5180
State Director of Special Education:	S. J. Bonham, Jr.	**Phone:** 614/466-2650
SIG Mailing Address:	Ohio Department of Education Division of Special Education 933 High Street Worthington, OH 43085	
Periods of SIG Funding:	1979-1982	

State Legislation for Special Education Services:

Mandated: 5 to 21 years
Permissive: 3 to 4 years (educational program)
birth to 2 years (parent counseling)

Major SIG Objectives and Purposes for 1981-1982:

- To initiate the preplanning phase of a long-term planning process aimed at developing a comprehensive interagency plan for providing services to young handicapped children.
- To develop a statewide means to identify key issues regarding the provision of services to the preschool handicapped population.
- To develop a way to analyze the current delivery system.
- To identify constraints and resources available for plan development.
- To identify potential participants to compose planning group.

Features and Products:

Products available through the SIG include: a statewide newsletter, LEA program guidelines, coordination with various educational programs and nonprofit organizations. Resources and staff include: a project director, project coordinator, secretary and the special education regional resource network. Various state agencies and parent groups also help.

SOUTH DAKOTA

SIG Director: Susan Phillips **Phone:** 605/773-3678

State Director of Special Education: George R. Levin **Phone:** 605/773-3678

SIG Mailing Address: Section for Special Education
R.F. Kneip Office Building
Pierre, SD 57501

Periods of SIG Funding: 1977-1982

State Legislation for Special Education Services:
Mandated: birth to 21 for children in need of prolonged assistance (severe and profound)
3 to 21 for children in need of special assistance (mild, moderate and gifted)

Major SIG Objectives and Purposes for 1981-1982:
- To coordinate resources with other state agencies in order to provide non-duplicated services.
- To develop and explicate a statewide plan for serving young handicapped children that addresses all state agencies.
- To coordinate State Implementation Grant and preschool Incentive Grant agencies. (The major goals of the preschool Incentive Grant are to provide technical assistance to state and local agencies serving the young handicapped child and to initiate early childhood handicapped services across the state.)

Features and Products:
The South Dakota SIG has developed four state interagency agreements. An interagency referral system has been established in the southeastern part of the state. The SIG provides in-service training in early childhood and special education. New preschool handicapped programs have been initiated, and established programs have received technical assistance in continuing their programs. Materials developed by the SIG include: South Dakota Preschool Guidelines, South Dakota Preschool Curriculum, Parental Involvement Manual, South Dakota Special Education Administrative Handbook, and several brochures. The SIG has initiated new early childhood programs in 43 school districts and expanded present early childhood programs, established an interagency referral system in one area of the state and provided in-service training through the Association for Retarded Citizens.

U. S. VIRGIN ISLANDS

SIG Director:	Kathleen Dyer	**Phone:** 809/773-1095
SIG Coordinator:	Ellie Hirsh	**Phone:** 809/773-7997
State Director of Special Education:	Kathleen Dyer	**Phone:** 809/773-1095
SIG Mailing Address:	P.O. Box 1 Learning Resource Center Christiansted, St. Croix U.S. Virgin Islands 00820	
Periods of SIG Funding:	1979-1982	

State Legislation for Special Education Services:
Mandated: 3 to 21 years

Major SIG Objectives and Purposes for 1981-1982:
- To improve personnel recruitment and staff development.
- To increase community awareness and understanding of handicapping conditions and the importance of early intervention.
- To provide parent training and counseling.

(Three SIG task forces will develop plans for the above. The SIG's projected goals and activities have a two-year timeline for planning and implementation.)

Features and Products:
The SIG has established and continues to convene an interagency council that focuses on early intervention. The council is composed of 20 to 25 persons representing 16 agencies and groups from the islands of St. Croix and St. Thomas/St. John. The council has several task forces and meets monthly.

VIRGINIA

SIG Director:	M. Jo Bunce	**Phone:** 804/225-2883
SIG Coordinator:	Mary Elsesser	**Phone:** 804/225-2873
State Director of Special Education:	James T. Micklem	**Phone:** 804/225-2861
SIG Mailing Address:	Division of Special Education Programs and Pupil/Personnel Services Department of Education P.O. Box 6Q Richmond, VA 23216	
Periods of SIG Funding:	1978-1982	

State Legislation for Special Education Services:
Mandated: 2 to 21 years
Permissive: birth to 2 years

Major SIG Objectives and Purposes for 1981-1982:
- To use three local community sites to identify standards and strategies for delivering comprehensive services to handicapped children aged birth to 5 years.
- To formulate a state interagency early childhood task force to revise the current early childhood state plan based on the results of the local community sites.

Features and Products:
The following products are available from the SIG: Preschool Handicapped Services: An Evaluation of the Virginia Department of Education, Certification Regulations for Preschool Teachers of the Handicapped, and Technical Assistance Centers for Preschool Teachers of the Handicapped: An Overview.

WASHINGTON

SIG Director:	Linda Espinosa	**Phone:** 206/753-0317
SIG Coordinator:	Linda Espinosa	**Phone:** 206/753-0317
State Director of Special Education:	Greg Kirsch	**Phone:** 206/753-6733
SIG Mailing Address:	Early Childhood Coordinator Superintendent of Public Instruction Division of Special Services 7510 Armstrong Street S.W. Tumwater, WA 98504	
Periods of SIG Funding:	1976-1982	

State Legislation for Special Education Services:
Mandated: 5 to 21 years
Permissive: birth to 4 years

Major SIG Objectives and Purposes for 1981-1982:
- To develop a comprehensive state plan for the delivery of services to handicapped children aged birth to 5 years.
- To establish two Regional Interagency Centers to facilitate the development of local interagency agreements.
- To adopt the Preschool Program Guidelines statewide.
- To replicate and refine model child-find procedures.

Features and Products:
The project has developed the following materials: Assessment Manual, Childfind Manual and Update, Preschool Program Guidelines, Guidelines for Home-based Programs, Interagency Coordination Guidelines, first draft of the Coordinated Plan For Early Intervention, and Early Childhood Connections, a preschool interagency directory.

WISCONSIN

SIG Director:	Betty Rowe	**Phone:** 608/266-6981
SIG Coordinator:	Jim McCoy Jenny Lange	**Phone:** 608/266-9615
State Director of Special Education:	Victor Contrucci	**Phone:** 608/266-1649
SIG Mailing Address:	Wisconsin Department of Public Instruction Division for Handicapped Children 125 South Webster Street, 4th Floor Madison, WI 53702	
Periods of SIG Funding:	1976-1982	

State Legislation for Special Education Services:
Mandated: 3 to 21 years
Permissive: birth to 3 years

Major SIG Objectives and Purposes for 1981-1982:
- To develop a comprehensive statewide plan for the delivery of educational services to handicapped children aged birth to 2 years.
- To facilitate the execution of specific state agreements relative to educational service mandates and the statewide plan with a realistic differentiation of service costs and responsibilities across agencies.
- To provide technical assistance to administrators, special education teachers and related professionals regarding educational services to handicapped children under the age of 3 years.

Features and Products:
The Wisconsin SIG has developed two products for assessment and intervention: Formal Assessment Instruments for Exceptional Children Under Five and Out of the Nest. For the Wisconsin EC:EEN programs, the SIG has produced a 24-minute slide-tape presentation of family involvement, Teaming Up With Parents, and Teaching EC:EEN, a print presentation of 10 resource modules: screening, assessment, curriculum, instruction, instructional materials, family involvement, paraprofessionals and volunteers, interagency cooperation, administration aspects and self-improvement.

WYOMING

SIG Directors:	Janis A. Jelinek Gayle Lain	**Phone:** 307/766-6145 **Phone:** 307/777-7417
SIG Coordinator:	Morita N. Flynn	**Phone:** 307-766-6145
State Director of Special Education:	Gayle Lain	**Phone:** 307/777-7417
SIG Mailing Address:	P.O. Box 3224 University Station Laramie, WY 82071	
Periods of SIG Funding:	1981-1982	

State Legislation for Special Education Services:
Mandated: SDE, 6-12; Health and Social Services birth to 6

Major SIG Objectives and Purposes for 1981-1982:
- To coordinate the agencies involved in planning for services to preschool handicapped children.
- To develop systematic statewide procedures for identification, diagnosis and referral.
- To develop program standards and guidelines which will facilitate program development.
- To develop a statewide model for personnel development.
- To provide information to the State Legislature in support of legislation for preschool handicapped education.

RESEARCH ON THE EARLY ABILITIES OF CHILDREN WITH HANDICAPS (PROJECT REACH)

Address: UCLA Department of Education
405 Hilyard Avenue
Los Angeles, CA 90024

Phone: 213/825-8381

Fiscal Agency: University of California, Los Angeles

Directors: Barbara K. Keogh & Claire B. Kopp

Major Objectives:

REACH's long-term goal is to characterize competence of handicapped and at-risk children between 1 and 6 years of age. Since individual variability in competence characterizes this group of children, as it does others, it is essential to delineate the development of variability and the factors that mediate effectiveness. This delineation is the focus of many REACH studies.

Major Activities:

Project REACH is conducting studies in three areas: Infancy, Preschool and the effects of a handicapping condition over time. The infancy studies focus on attention and self control in young children, while the preschool studies focus on temperament, social development, attention, attribution and motivation in young children. As findings emerge, dissemination activities will increase; dissemination will be a major emphasis in 1981-82.

Accomplishments During 1981:

Results of the infancy studies indicate a developmental progression in the use of sustained attention and self control, interrelated individual variability and differential patterns of responses for normally developing and handicapped infants. Data collection and preliminary analysis have been completed for the majority of the preschool studies, including the collaborative studies. Data collection for the longitudinal study has proceeded on schedule. All data have been coded for the first cohort through Time 4 and for the second cohort through Time 3. Exit interviews have been conducted with 15 families.

Dissemination activities at REACH have measurably increased, and a REACH publications list is available for distribution. Dissemination activities directed toward parents and clinicians have continued through newsletter and local radio announcements. A brochure outlining available staff speakers is currently in progress, and Project REACH hosted a mini inter-Institute conference on dissemination.

Resources Available:

- "A Bibliography of Screening and Assessment Measures for Infants" by Kim L. Johnson and Claire B. Kopp, a 36-page bound booklet for use by staff
- A REACH Publication List is available for other REACH publications

KANSAS RESEARCH INSTITUTE FOR THE EARLY CHILDHOOD EDUCATION OF THE HANDICAPPED (EARLY CHILDHOOD INSTITUTE)

Address: The Institute is a collaborative effort of two departments:

Department of Human Development
130 Haworth Hall
University of Kansas
Lawrence, KS 66045
Phone: 913/864-4840

Department of Special Education
377 Haworth Hall
University of Kansas
Lawrence, KS 66045
Phone: 913/864-4954

Fiscal Agency: University of Kansas

Directors: Judith M. LeBlanc & Edward L. Meyen

Coordinators: Ann Rogers-Warren, Research Coordinator; Sidney Roedel, Coordinator of Development

Major Objectives:

The major emphasis of the Institute is to develop or improve methods of identifying and intervening with children at risk for a handicapping condition. The Institute's research is united by a common question: Why do some children develop successfully and others do not? Researchers are seeking to identify 1) what characteristics or patterns of behavior in a child might serve as signals that the child needs intervention, 2) how the child's environment affects his or her development, and 3) how procedures for documenting and assessing the child's progress can be developed. In addition, the Institute is integrating the findings from all the studies.

Major Activities:

To fulfill its objectives, the Early Childhood Institute is conducting research in the following four areas:

1. Developmental Guides to Intervention: developmental and environmental correlates of receptive language in the first year of life (Horowitz).
   - Instrument procedures sensitive to small increments in sensory/motor acquisition for normal and severely handicapped infants and young children (Guess, Warren and Rues).
2. Ecological Guides to Intervention: child-family interactions associated with the etiology and remediation of family dysfunction (L. Embry).
   - Child-child interaction, including the social variables affecting the play behaviors of handicapped and nonhandicapped children (Peterson).
   - Development of social skills in handicapped preschool children (Cooper).
   - Child-teacher interactions, their patterns, content and modification (Allen).
   - Child-setting interactions, including the transition from therapeutic to normal classrooms (Baer, Rowbury, Fowler and D. Embry).
   - Strategies used by mothers of handicapped, at-risk and normal children to teach language (Rogers-Warren).
3. Assessment Guides to Intervention
   - Assessment-guided intervention based on a discrimination learning model (Etzel).
   - Role of instructional variables in identifying, prescribing and implementing optimal teacher procedures (LeBlanc).
4. Integrated Research
   - Relationships among eco-behavioral and demographic measures obtained by Institute investigators (Foster and Ruggles).
   - The Institute is conducting longitudinal studies in the following areas: receptive language in infants, parent-child interactions in the home, sensorimotor development in SMH and normal infants and children, and verbal interactions between mothers and their children.

Accomplishments During 1981:

The Institute has completed Volume I in the series "Quantitative Assessment of Motor and Sensory/Motor Acquisition in Handicapped and Nonhandicapped Infants and Young Children". The 474-page manual, Assessment Procedures for Selected Developmental Milestones, describes the measurement of motor and sensorimotor acquisition in the following areas: visual behaviors (fixation, tracking and scanning); reach, grasp, release and transfer skills; head control; sitting behaviors; and mobility behaviors (rolling, crawling and creeping, and standing and walking).

A number of completed studies have produced findings in the following areas: 1) receptive language development (infant attention to intonation contour, infant attention to facial features, integration of audio-visual displays); 2) the relationship between neonatal behavior and environmental interactions; 3) the ability of preschool children to perform number-numeral correspondence tasks in various formats; 4) the behavioral effects of storybooks on normal, at-risk and handicapped children; 5) measurement of visual scanning by normal, retarded and at-risk children; and 6) various aspects of reading assessment and intervention (resulting in new procedures for children who do not acquire chaining skills or word identification skills).

Staff members have presented at professional conferences on the following topics: group parent training, receptive language in infants, language generalization, social interaction of normal and handicapped children, transition and follow-up techniques for children entering public school from a special classroom, errorless learning procedures, assessment of at-risk and handicapped infants, and teaching techniques for increasing positive social interactions of disruptive children.

Resources Available:

- Training and/or workshops on neonatal assessment, designing effective parent programs, academic programming for handicapped preschool children and language remediation for preschool children
- Comprehensive literature reviews on the following topics: receptive language of infants, social variables affecting early development, physical and ecological variables, direct instructional procedures, design criteria for instructional materials, learning assessment, instructional control variables, dissemination of research findings, infant operant conditioning and motor development of severely and multiply handicapped children
- Series of working-paper publications
- Consultative services on child management (individual and group)
- Observational codes (classroom and home-based) developed at the Institute
- Strategies for the management of research data
- Nontechnical articles describing various programs and research at the Institute
- Practical paper series
- Bibliographies

Specific information on products and services is available from the Institute.

INSTITUTE FOR THE STUDY OF EXCEPTIONAL CHILDREN

Address: The Institute is a collaborative effort of two research-service organizations:

Institute for the Study
of Exceptional Children
Educational Testing Service
Princeton, NJ 08541

St. Lukes-Roosevelt Medical Center
Department of Pediatrics
428 West 59th Street
New York, NY 10019

Fiscal Agency: Educational Testing Service (ETS)

Directors: Michael Lewis, Director of Institute

Coordinators: Jeanne Brooks-Gunn, Associate Director/Coordinator of Research Unit; Nathan Fox, Coordinator of Detection Unit; Richard Brinker, Coordinator of Intervention Unit; Louis Z. Cooper, Chairman of Pediatrics Department, St. Lukes-Roosevelt Medical Center

Major Objectives:

The Institute is designed to meet the growing need for productive and effective solutions to the problems of handicapped and at-risk children and consists of four units: detection, research, intervention and evaluation, and products and delivery. In 1982, the Institute will continue to develop effective techniques for the early identification of children at risk for developmental dysfunction and to design broader and more sensitive assessment tools for use with known handicapped children. An ongoing activity is to collect information on the development of normal, handicapped and at-risk infant populations.

As part of the intervention and evaluation unit, the Institute is developing effective methods of intervention with handicapped infants and conducting a systematic evaluation of those methods already developed. Furthermore, the Institute will continue to measure the relationship between the handicapped infant's development and the child's environment.

Dissemination activities for the Institute include preparing media materials on handicapped and at-risk development for use by pediatricians, special parents and educators of dysfunctional infants. Material will be made available on the educational and intervention techniques developed at the Institute, and the staff will continue to be involved in workshops and conferences.

Major Activities:

At St. Lukes-Roosevelt Medical Center, the Institute staff is conducting a longitudinal study of infants with low birth weights in order to detect those at risk. In addition, the Institute staff is collecting data on the cognitive and social development of handicapped infants and data on their socio-emotional, perceptual-cognitive and linguistic functions. Other activities are to develop complex communicative skills from existing skills of young handicapped children, to evaluate integrated educational services for severely handicapped children and to apply research knowledge about normal infant development to handicapped infants. As part of its training program, the Institute will continue to teach predoctoral and postdoctoral students.

Dissemination activities for the Institute include developing two films on handicapped and at-risk children for use by pediatricians, parents and educators. The Institute staff is completing the data gathering for the Competency Assessment Profile, preparing curriculum modules based on that profile and designing procedures for its use. Furthermore, the Institute is developing intervention programs and curricula around process ("Learning to Learn") skills for parents and teachers.

Accomplishments During 1981:

The Institute staff have developed a number of curricula and contingency products for use with handicapped infants and their parents. Among these are: 1) a Handbook on the Competency Assessment Project, 2) contingency devices for use with the "Learning to Learn" Curriculum within the Intervention Unit, 3) contingency products for use with handicapped infants, and 4) The Handicapped Infant: New Directions in Research and Intervention (Michael Lewis and Jeanne Brooks-Gunn, McGraw Hill, in press). The Institute staff are also active in disseminating research results or reports at professional meetings and have participated in 15 special education conferences, several Inter-institute meetings and presentations at ten medical centers and pediatric departments. In addition, the staff conducted a lecture series on special education and early childhood at Educational Testing Service.

Research completed to date includes the collection and analysis of data for the Competency Assessment Profile project, analysis of data collected to determine the interrelationship of skills as a function of both age and diagnostic category and the collection of data on 90 high-risk infants through the first year of life in the Identification Project. Data collection on neonates in the Identification Project has begun. As part of the Research Unit, the Institute staff have completed studies on linguistic, socio-emotional, attentional and contingency skills.

Resources Available:

The following are available from Michael Lewis or Jeanne Brooks-Gunn, Institute for the Study of Excdeptional Children, Educational Testing Service, Princeton, NJ 08541:

- Programs and Projects: Institute for the Study of Exceptional Children
- List of Institute Publications
- Selected Institute Reprints

CAROLINA INSTITUTE FOR RESEARCH ON EARLY EDUCATION FOR THE HANDICAPPED (CIREEH)

Address: Frank Porter Graham Center
Highway 54, 071A
Chapel Hill, NC 27514

Phone: 919/966-4121

Fiscal Agency: Frank Porter Graham Child Development Center

Principal Investigator: James Gallagher

Assistant Directors/Coordinator: Craig Ramey and Rune Simeonsson, Associate Directors; Marie Bristol, Assistant Director; Jean Gowen, Coordinator

Major Objectives:

CIREEH's major objectives are to develop a curriculum for severely and multiply handicapped infants developmentally aged birth to 24 months, to create new approaches for assessing the developmental progress of moderately, severely and multiply handicapped children and to assess the effectiveness of two types of intervention programs for children at risk for environmentally caused mental retardation. In addition, the Institute is conducting research to understand further how interventionists can best help families of handicapped and at-risk children facilitate their children's education. This research comprises projects which attempt to clarify both theoretical and operational definitions of preschool mainstreaming, to identify characteristics of mainstreamed preschool children and to understand parental perspectives on these programs. Through research units, CIREEH staff will study parent involvement with preschool programs, and they will examine the network of family relationships that influence the adaptive behavior of the high-risk and handicapped child as well as the relationship of that child's family with education programs. Finally, CIREEH intends to identify the characteristics of successful parents of young handicapped children and the support systems used by those families.

Major Activities:

During 1981, CIREEH continued to study the education of young handicapped children and children at risk for mild handicaps. Efforts included intervention and descriptive studies and the development of curriculum materials and assessment techniques.

The Carolina Approach to Responsive Education (Project CARE) is comparing the effects of two types of early education on the development of children at risk for mild mental retardation due to environmental factors. The project randomly assigned families to a home education group, a home education plus day care group and a control group. The day care group attends a full day, five-day-a-week developmental program. A home visitor provides parent education during biweekly visits. All three groups receive nutritional supplements. The project assesses mother-child interaction and child progress on a regular basis. The Curriculum Development project is developing and testing a curriculum for moderately, severely and multiply handicapped infants developmentally aged birth to 24 months.

Beyond these projects, CIREEH descriptive studies are examining a wide range of factors thought to affect the early education of handicapped children. Research topics include parent involvement in preschool programs for handicapped children; characteristics of families of children at risk for environmentally caused mental retardation; the roles and characteristics of parents in mainstreamed programs; the assessment of moderately, multiply and severely handicapped children; the relationship of family characteristics to adaptive behavior in the classroom; and characteristics and support systems of successful parents of handicapped children. CIREEH staff are also developing instruments and techniques for assessing a number of child and family characteristics.

Accomplishments During 1981:

CIREEH field tested the curriculum for moderately, severely and multiply handicapped infants developmentally aged birth to 12 months. This curriculum is available in pre-publication draft form for research validation. The Institute currently is field-testing the curriculum for similarly handicapped toddlers, developmental ages 12 to 24 months.

The Carolina Record of Infant Behavior (CRIB), an instrument for assessing and predicting the development of severely handicapped infants has been tested with over 300 children. CIREEH developed experimental forms to assess the social assets of handicapped children, parental concepts about infant development, parental information needs, family roles and the cognitive development of severely and multiply handicapped children. Also available are experimental forms of measures designed to survey parent involvement in preschool programs and the characteristics of mainstreamed programs.

CIREEH prepared a 1981 Status Report on preliminary results from the studies of parent involvement in preschool programs for handicapped children, mother-child interaction, parent perspectives of mainstreamed preschool programs, sources of support for parents of handicapped children, the relationship between characteristics of families and classroom behavior and effects of daycare and parent education.

Resources:

- Carolina Curriculum for Handicapped Infants (birth to 12 months)
- Carolina Record of Infant Behavior: Experimental Form
- CIREEH Status Report: Technical report on the Carolina Institute for Research on Early Education for the Handicapped
- CIREEH Abstracts: List of publications available from the Carolina Institute for Research on Early Education for the Handicapped

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM (TADS)

Address: 500 NCNB Plaza
Chapel Hill, NC 27514

Phone: 919/962-2001

Administrative/Fiscal Agency: Frank Porter Graham Child Development Center
University of North Carolina, Chapel Hill

Director: Pascal Trohanis

Services Available:

TADS provides technical assistance to HCEEP Demonstration and State Implementation Grant (SIG) projects in the states and territories east of the Mississippi River excluding Illinois, Mississippi and Wisconsin. TADS maintains contact with and provides general information to Outreach projects and the Early Childhood Research Institutes within the same geographic region. In FY 1981-82, TADS serves 45 demonstration projects and 8 SIGs.

TADS coordinates technical assistance services through a central staff located in Chapel Hill, North Carolina, and draws on a bank of consultants and other resources throughout the country to meet the needs of its client programs. TADS and each program's staff jointly assess that program's needs and agree on plans for services designed specifically to address those needs. Technical assistance services for demonstration projects may address areas such as program planning, evaluation, curriculum development, services to children, parent involvement, staff development, demonstration and dissemination, continuation funding and project administration. For SIGs, technical assistance is available in the areas of program development and management, evaluation, personnel training, interagency cooperation and coordination and communication/dissemination.

Products Available:

Over the past ten years, TADS has developed many publications as a part of its technical assistance services. A complete listing of books, monographs, bibliographies and manuals is available from TADS. Recent publications include: Finding and Educating the High-risk and Handicapped Infant (1980); The Young Black Exceptional Child: Providing Programs and Services (1980); Planning Services for Young Handicapped American Indian and Alaska Native Children (1980); Serving Young Handicapped Children in Rural America (1980); Special Education Mandated From Birth (1981); Gathering Information from Parents (1981); Planning for a Culturally Sensitive Program (1981); An Early Childhood Special Education Primer (1981); Interagency Case Book (1982); Curricula for High Risk and Handicapped Infants (1982). TADS, in cooperation with WESTAR, produced the 1978-79, 1979-80, 1980-81 and 1981-82 editions of the HCEEP Overview and Directory; Program Strategies for Cultural Diversity: Proceedings of the 1980 HCEEP Minority Leadership Workshop (1980); and the Health Care/Education Relationship (1982). TADS, in cooperation with the U.S. Special Education Programs, produced A Practical Guide to Institutionalizing Educational Innovations (1981). TADS also produced the videotape, "Ideas on Change."

WESTERN STATES TECHNICAL ASSISTANCE RESOURCE (WESTAR)

Fiscal Agency: University of Washington
215 University District Building
1107 N.E. 45th Street, JD-06
Seattle, WA 98105
Phone: 206/543-8565

Administrative Agency: Teaching Research
345 North Monmouth Avenue
Monmouth, OR 97361
Phone: 503/838-1220 ext. 391

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Project Director: Jeronimo Dominguez

Services Available:

WESTAR, a consortium of the University of Washington, the Teaching Research Division of the Oregon State System of Higher Education, and the National Association of State Directors of Special Education, provides technical assistance to HCEEP Demonstration and State Implementation Grant projects in the states and territories west of the Mississippi River plus Illinois, Mississippi and Wisconsin. In FY-82, WESTAR serves 45 projects and 10 state implementation grants. In addition, WESTAR maintains contact and shares information with Outreach programs, Early Childhood Research Institutes and other technical assistance agencies.

WESTAR provides its technical assistance through various modes in a number of program areas. Demonstration projects receive assistance in the areas of services for children, services for parents, staff development, demonstration/dissemination, administration and evaluation. WESTAR staff provide services on-site or select consultants to provide on-site services. In addition, WESTAR supplements additional project needs with publications. State implementation grant projects receive assistance in the areas of program development and management, personnel training, interagency cooperation, communication/dissemination and evaluation. Services provided to SIG projects include assistance through topical workshops, publications, on-site consultation, visitation to other SIG sites and information searches.

Products Available:

WESTAR has developed a number of publications and products for distribution to the HCEEP network. A publications brochure is available which lists all WESTAR-developed products to date. Among the most recently published documents are Curricula and Instruction for Young Handicapped Children: A Guideline for Selection and Evaluation (1981), Early Intervention: A Plan for Evaluating Program Impact (1981), Early Intervention for Children with Special Needs and Their Families: Findings and Recommendations (1981), and Staff Development: A Systematic Process (1981). In cooperation with TADS, WESTAR has developed a slide-tape program, Starting at the Beginning, and has published the 1979-80, 1980-81, 1981-82 Overview and Directory, and the Health Care/Education Relationship: Services for Infants with Special Needs and Their Families (1981).

HCEEP Project Listing

The HCEEP Project Listing includes all HCEEP projects funded by SEP during 1981-82--demonstration, outreach, state implementation grants, early childhood research institutes and technical assistance centers. Within each division, projects appear alphabetically by state, city and project name. The assigned numbers should assist readers in locating abstracts and using this index.

DEMONSTRATION PROJECTS

1 AMERICAN SAMOA, PAGO PAGO
Samoa's Cooperative Early Education Model

2 ARIZONA, MESA
Project ENRICH (Early Need Recognition Involving Children with Handicaps)

3 ARIZONA, TEMPE
Education Center for Hearing Impaired Infants, Preschool Children and Their Parents

4 ARIZONA, TUCSON
Project Yaqui (An Environmentally Based Program for Young Native American Handicapped Children)

5 ARKANSAS, JONESBORO
FOCUS Classroom

6 ARKANSAS, LITTLE ROCK
Developmental Early Education Project (DEEP)

7 CALIFORNIA, LOS ANGELES
Pasadena Area Special Infant Toddler Project

8 CALIFORNIA, OAKLAND
Intensive Care Nursery Interact Project

9 CALIFORNIA, ROHNERT PARK
Pediatric Intervention Program

10 CALIFORNIA, SAN FRANCISCO
Center for Education of Infant Deaf (CEID)

11 CALIFORNIA, SAN FRANCISCO
San Francisco Infant Program

12 COLORADO, ALAMOSA
Project CATCH (Computers to Aid and Teach Children with Handicaps)

13 COLORADO, BOULDER
PRIDE Program (Parent Resources for Infant Development and Enrichment)

14 COLORADO, DENVER
The Playschool: A Preschool for Emotionally Disturbed Children

15 COLORADO, FT. COLLINS
Classroom Approach for Linguistically Impaired Preschoolers (CALIP)

16 CONNECTICUT, PLAINVILLE
Learning About Developmental Delays and Early Remediation (LADDER)

17 D.C., WASHINGTON
Early Intervention for Premature Infants and Their Adolescent Mothers

18 D.C., WASHINGTON
Interdisciplinary Model for Parent and Child Training (IMPACT)

19 D.C., WASHINGTON
Training and Infant Intervention Program (TIIP)

20 FLORIDA, MIAMI
Comprehensive Care to High-Risk Handicapped Newborn and Family

21 FLORIDA, ORLANDO
ECHO-Parent/Infant Education Project (ECHO-PIE)

22 GEORGIA, ATLANTA
UNIsensory Project

23 GEORGIA, THOMASVILLE
Child-Family-Community (C-F-C) Project

24 HAWAII, HONOLULU
Family Centered Care for Infants at High Risk of Developmental Disabilities

25 ILLINOIS, CHICAGO
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26 ILLINOIS, CHICAGO
HI-MAPS Project (A Model for Hearing-Handicapped Infants Providing Medical, Academic and Psychological Services)

27 ILLINOIS, NORRIS CITY
Rural Infant Education Program (RIEP)

28 IOWA, MARSHALLTOWN
Project FINIS (Families with Infants in Network of Interactional Support)

29 KANSAS, LAWRENCE
An Interagency Integrated Early Intervention Approach to Early Childhood Special Services

30 KANSAS, PARSONS
The S-E-KAN Project (An Interactive Curriculum Model for Providing Comprehensive Educational Services to Handicapped Infants, Preschool Children and Their Families in a Rural Area)

31 KENTUCKY, LEXINGTON
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32 KENTUCKY, LOUISVILLE
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33 LOUISIANA, NEW ORLEANS
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34 MASSACHUSETTS, BOSTON
Cognitive Developmental Intervention Project for Disordered Children

35 MASSACHUSETTS, BOSTON
Project WELCOME

36 MASSACHUSETTS, DEDHAM
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37 MASSACHUSETTS, WATERTOWN
Perkins Infant/Toddler Program (0-3)

38 MICHIGAN, DETROIT
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39 MISSISSIPPI, PHILADELPHIA
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40 MISSISSIPPI, PICAYUNE
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41 MISSOURI, COLUMBIA
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42 MONTANA, MISSOULA
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43 NEW JERSEY, GLASSBORO
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44 NEW JERSEY, WEST ORANGE
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46 NEW MEXICO, SANTA FE
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48 NEW YORK, GARDEN CITY
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49 NEW YORK, JAMESTOWN
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50 NEW YORK, NEW YORK
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51 NEW YORK, NORTH MASSAPEQUA
Early Childhood Intervention Program

52 NEW YORK, POTSDAM
Early Intervention Program

53 NORTH CAROLINA, DURHAM
Project TAP

54 OHIO, AKRON
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55 OHIO, COLUMBUS
Pediatric Education Project

56 OHIO, PAINESVILLE
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57 OHIO, TOLEDO
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58 OKLAHOMA, TULSA
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59 OREGON, CORVALLIS
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60 OREGON, EUGENE
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61 OREGON, PORTLAND
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62 PENNSYLVANIA, ERIE
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63 PENNSYLVANIA, PHILADELPHIA
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64 PENNSYLVANIA, PITTSBURGH
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65 PENNSYLVANIA, PITTSBURGH
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66 PUERTO RICO, HATO REY
Early Educational Opportunities for Preschool Handicapped Children

67 RHODE ISLAND, FOSTER
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68 RHODE ISLAND, PROVIDENCE
Project CHILD

69 TENNESSEE, COLUMBIA
Early Lifestyle Program Demonstration Project

70 TENNESSEE, LENOIR CITY
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71 TENNESSEE, NASHVILLE
Cognitive Education for Preschool Handicapped Children: A Curriculum Development Project

72 TEXAS, DENTON
Child Success Through Parent Training

73 TEXAS, HOUSTON
To Offer Tots Alternative Language (TOTAL)

74 TEXAS, SAN ANTONIO
A PEPPY KIDS Project

75 TEXAS, SILSBEE
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76 U.S. VIRGIN ISLANDS, ST. CROIX, CHRISTIANSTED
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77 UTAH, LOGAN
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78 UTAH, OGDEN
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79 UTAH, SALT LAKE CITY
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80 VERMONT, MIDDLEBURY
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81 VERMONT, RUTLAND
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82 VIRGINIA, HAMPTON
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83 VIRGINIA, PETERSBURG
Training and Intervention to Multi-Handicapped Mothers and Infants (TIMMI)

84 VIRGINIA, RICHMOND
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85 WASHINGTON, EVERETT
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86 WASHINGTON, MOSES LAKE
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87 WASHINGTON, SEATTLE
Northwest Center Infant/Toddler Development Program

88 WASHINGTON, SEATTLE
Supporting Extended Family Members: An Ecological Program for Families of Handicapped Children (SEFAM)

89 WEST VIRGINIA, MORGANTOWN
Children with Handicaps in Accountable Rural Teaching (CHART)

90 WISCONSIN, MADISON
The Development of Active Decision Making by Parents

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91 ARIZONA, TUCSON
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92 CALIFORNIA, LOS ANGELES
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93 CALIFORNIA, SAN FRANCISCO
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94 D.C., WASHINGTON
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95 GEORGIA, ATHENS
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96 ILLINOIS, CHAMPAIGN
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97 ILLINOIS, MACOMB
Macomb 0-3 Regional Project:
A Rural Child/Parent Service

98 ILLINOIS, PEORIA
Peoria 0-3 Outreach Project

99 ILLINOIS, ROCKFORD
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100 ILLINOIS, URBANA
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101 KENTUCKY, MURRAY
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102 MAINE, MACHIAS
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103 MASSACHUSETTS, BILLERICA
BEAM Outreach Project

104 MASSACHUSETTS, DEDHAM
Early Recognition Intervention Network Outreach Program (ERIN)

105 MASSACHUSETTS, QUINCY
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106 MICHIGAN, YPSILANTI
High/Scope First Chance Outreach Project

107 MISSISSIPPI, JACKSON
Early Education Center Outreach Project

108 MISSISSIPPI, OXFORD
Project RUN/Outreach

109 NEW JERSEY, MONTCLAIR
Cognitive Linguistic Intervention Program Training Project (CLIP)

110 NEW MEXICO, ALBUQUERQUE
Albuquerque Integration/Outreach Project

111 NEW YORK, YORKTOWN HEIGHTS
A Regional Program for Preschool Handicapped Children

112 NORTH CAROLINA, CHAPEL HILL
Chapel Hill Training-Outreach Project

113 OHIO, CINCINNATI
Infant Stimulation/Mother Training (IS/MT)

114 OREGON, MONMOUTH
Teaching Research Infant and Child Center Data-Based Classroom

115 OREGON, PORTLAND
Community Training Program for Diagnostic, Education and Treatment Personnel

116 PENNSYLVANIA, READING
Family Centered Resource Project-Outreach (FCRP)

117 RHODE ISLAND, FOSTER
Education for Severely Handicapped Outreach Program

118 SOUTH CAROLINA, COLUMBIA
Project SCOOTER for Hearing Impaired Children

119 TENNESSEE, NASHVILLE
OUTFIT Project

120 TEXAS, AUSTIN
ADAPT Project

121 TEXAS, HOUSTON
Project Transition Outreach Services

122 TEXAS, LUBBOCK
Project DEBT (Developmental Education Birth Through Two)

123 TEXAS, WICHITA FALLS
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124 UTAH, LOGAN
Multi-Agency Project for Preschoolers

125 UTAH, LOGAN
Project SKI*HI Outreach

126 VIRGINIA, CHARLOTTESVILLE
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127 VIRGINIA, LIGHTFOOT
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128 WASHINGTON, SEATTLE
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129 WISCONSIN, PORTAGE
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130 WISCONSIN, WAUWATOSA
The Comprehensive Training Program for Infant and Young Cerebral Palsied Children

131 WYOMING, LARAMIE
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133 CALIFORNIA, SACRAMENTO

134 COLORADO, DENVER

135 CONNECTICUT, HARTFORD

136 HAWAII, HONOLULU

137 KANSAS, TOPEKA

138 LOUISIANA, BATON ROUGE

139 MARYLAND, BALTIMORE

140 NEW JERSEY, TRENTON

141 NEW YORK, ALBANY

142 NORTH CAROLINA, RALEIGH

143 OHIO, WORTHINGTON

144 SOUTH DAKOTA, PIERRE

145 U.S. VIRGIN ISLANDS, ST. CROIX, CHRISTIANSTED

146 VIRGINIA, RICHMOND

147 WASHINGTON, TUMWATER

148 WISCONSIN, MADISON

149 WYOMING, LARAMIE

EARLY CHILDHOOD RESEARCH INSTITUTES

150 CALIFORNIA, LOS ANGELES
UCLA Research Institute

151 KANSAS, LAWRENCE
Kansas Research Institute for the Early Childhood Education of the Handicapped (Early Childhood Institute)

152 NEW JERSEY, PRINCETON
Institute for the Study of Exceptional Children

153 NORTH CAROLINA, CHAPEL HILL
Carolina Institute for Research on Early Education for the Handicapped (CIREECH)

TECHNICAL ASSISTANCE CENTERS

154 NORTH CAROLINA, CHAPEL HILL
Technical Assistance Development System (TADS)

155 OREGON, MONMOUTH
Western States Technical Assistance Resource (WESTAR)

Index

The Index serves as a key to specific demographic and operating information about the HCEEP projects. A list of identification numbers for projects follows each descriptor. Demonstration projects, Outreach projects and State Implementation Grants are listed in the Index.

DEMONSTRATION PROJECTS

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